

The NATION'S SCHOOLS

DEVOTED TO THE APPLICATION OF RESEARCH TO
THE BUILDING, EQUIPMENT AND ADMINISTRATION OF SCHOOLS

VOLUME IX

MARCH, 1932

NUMBER 3

Is It Possible to Maintain Present Educational Standards?

*There can be no return to the "old ways"; the path
to social safety lies through a public education that
looks ahead and prepares for future responsibilities*

By ARTHUR B. MOEHLMAN, Professor of School Administration and Supervision, School of Education,
University of Michigan

ONE of the results of the current economic depression has been the growth of a critical attitude on the part of the people toward all public activity. This attitude is only natural. It is difficult for those whose income has been wiped out, whose meager savings have been quickly consumed for immediate necessities and whose homes are in danger of forced sale for nonpayment of taxes to look philosophically on their paid officials who are trying to conduct "business as usual" without regard for a changed economic status.

Activities and personnel are both being subjected to severe scrutiny. For the first time in more than a decade all public salaries are being coldly studied in terms of changed conditions. These elements have contributed to an emotional set in which there is much demand for aggressive action and little of the philosophical calm that should ideally prevail. The people are reacting emotionally on the basis of their understanding and appreciation of public activity. If their action seems harsh there are two valid reasons. The first is the personal suffering and loss caused by the unprecedented economic condition and the second is the failure of the public institutions to function in a way the people might understand.

Public education uses a large portion of the tax dollar. It has shared generously, therefore, in some of the serious criticisms given to all governmental effort.

Many administrators and teachers have felt these criticisms and the subsequent fiscal curtailments seriously and are disturbed and alarmed over the general situation. They believe that the local communities have lost their sense of the vital importance of continuing public education without curtailment even in times of financial stress. They feel dubious about the future. Much of this pessimistic attitude is reflected in the lowered morale of the teachers who form the most vital element in the instructional process.

A national emergency does exist. It is, however, not confined to the schools but is evident in every field of endeavor not only in our own nation but throughout the entire world. It must be obvious even to the casual observer that public education will be affected. From the standpoint of the school, four questions immediately emerge: Have the public schools received more than their proportionate share of the general contraction of public programs? What of the future? Will the psychology of curtailment developed during the emergency period be carried permanently into the

future when relatively normal economic conditions again prevail? Will the current psychology of pessimism continue indefinitely?

A general overview of the situation fails to reveal that the people are determined either to lower the efficiency or to hamstring the public school program. We believe that the people, insofar as they understand and appreciate the importance of effective public education for their children, have not changed their general attitude but have acted quickly and, in some cases, somewhat ruthlessly in meeting an emergency supercharged with the devastating emotion of fear. Insofar as school districts suffered a curtailment of 10 to 15 per cent on current expense, they retain approximately the same position as before the depression. The increase in the purchasing power of the dollar must be given due consideration.

Emergency Cuts

This statement does not presume that public education was adequately financed in its entirety before 1928. It does mean that, relatively, the public schools have probably retained a more advantageous position than many other activities and that teachers generally, with relatively certain employment, are actually much more favorably situated than the professional or industrial worker.

Where further serious cuts have been made, other factors have intervened and these may express a supercritical attitude on the part of a small minority. When due weight is given to all factors and public education within a state is considered as a whole, it is questionable whether the schools have received more than their proportion of a general emergency cut. If the present status can be maintained, there is little to fear after the emotionalism of the first shock has subsided and administrators proceed to reorganize and operate on the changed basis.

Looking forward is a dubious practice in some respects. We leave the solid ground of fact and project on tendencies, assumptions and hypotheses. These weaknesses may well be admitted at the beginning. Yet in both social and economic fields it is essential that we build careful plans for the future so that the complete picture of the road to be traveled is before us. If it is intelligently developed, the major framework will probably stand although details will be modified as the future changes to the present and the outlines are translated into activity. The question of whether it is possible and desirable to maintain our present educational standards in the future has two aspects that may be briefly considered.

The viewpoint that any individual will take on this subject depends on his own philosophy of life. The question is deep-rooted. If we assume the acceptance of a democratic philosophy of social organization, it is safe to advance the following principles. A state, whatever its form, must reproduce itself in order to continue existence. Hence, education of some type is so vitally essential that it may be considered as one of the four fundamental requirements of popular government.

A democratic social state toward which we are apparently moving is essentially an organization in which the group and the individual are in balance and adjustment. Its strength and its continuity depend on the skill with which it prepares each generation for individual and social living. Functionally each individual must not only be adjusted to his environment but he must also be so trained that he may contribute to the extent of his capacities to the social good and to the gradual improvement of our social life.

The increasing complexity of life and consequently of governmental organization is generally accepted. The small minority that believes it is possible for us to return to the simple governmental conditions and activities of half a century ago has merely overlooked the implications and conditions of our changed economic and social world. We might as well assume that we shall return to a hand or a guild economy. Man will not give up the machine.

If we believe in the fundamental social principles that underly our government, we must face the situation squarely. No temporary or permanent conditions exist or appear on the horizon that indicate the logical need for any steps in a reverse direction from that we have followed up to the present. If the need for public education was vital in the past, it is doubly so in the future. The only path to social safety lies through public education, more extensive in type, functionally more social in character, and more efficient in achievement than it was in the past.

Public Education Vital

The timid and uncertain soul at this point raises the question: "Can we afford it?" Since public education of a comprehensive and widespread type is essential to the continuation of free government, this question may be answered by asking whether we can afford government, national defense and internal organization to secure social justice. Public education is not a luxury; it is a vital social necessity in the modern industrial state. It cannot be curtailed, dominated or controlled by selfish minorities or privileged cultural

groups without gravely affecting the welfare of the nation. Education, as a social necessity, must be afforded as must any other essential governmental activity. It is not merely an economic venture to be justified in its possible returns to industrial efficiency. It is primarily a social activity and upon its success hinge the future happiness and well-being of the millions of citizens of the United States. The answer to this question therefore must be in the affirmative. We can well afford as effective a type of public education as the social welfare demands.

Again the uncertain and timid soul speaks: "The people are in a critical mood and they refuse to pay the bill." The answer to this problem lies with the profession. The people of these United States will continue to support public education to the extent to which they understand and appreciate the purpose, value, conditions and needs of their schools, and not one step beyond.

Another View

The only way to keep the people informed is through a continuous program of community education as comprehensive as the more formalized curricular practices within the schools. The adult members of society must be educated to the present day social need, the future of their children and the vital importance of public education in the social plan. This is not an intermittent activity but one that requires constant development and frequent promulgation. It can only be as effective as it is honest, sincere, intelligent and continuous. Community education must be dissociated from propaganda and must be devoid of professional selfishness. Public education will be continued, developed and expanded in accord with felt social need, and kept safe from control by selfish interests insofar as the schools are kept close to the people and are treasured by them as their only means of maintaining themselves and their children in a democratic social environment. Under these conditions educational advance may be somewhat uneven, but this growth will represent effective social demand based on understanding, and the institution will remain vital and devoted to the best interests of the people. Insofar as the people sense and understand these social requirements, they will be willing to maintain and to develop public education.

Let us look at the picture from another angle. From the professional standpoint there are certain basic elements that stand out boldly and contribute much to the present emergency. Possibly most of us are too close to the activity to recognize and meet these factors.

In the first place, it is entirely possible that the

present emergency is really a blessing in some respects. Within a relatively short time the traditional organization of public education in its economic and fiscal aspects would have resulted in dissatisfaction and curtailment even if it had not been accentuated and pushed forward by the current economic depression. There are four factors that merit study.

The first is the present fiscal structure of the local districts and the state whereby a triple burden is placed on real property. Under changed economic conditions there will certainly be a definite limit to the finance available by direct taxation from realty. Even when modifications of the tax structure are under consideration they should be planned not on the assumption that more must be taken from the people but rather as an attempt to distribute the burden more fairly.

The second factor is the continuance of the small economically inadequate school district in terms of tradition and extreme localism. The recent fiscal history in various states of the small districts that surround metropolitan areas and that are forced to compete educationally with these more adequate units of fiscal support without the same means, is a forceful illustration of organization deficiency. This weakness may be studied further in small independent rural and village districts. These archaic and extravagant organizations cannot carry on and the future holds little promise for them.

The third factor is the internal financing of school districts. Many of the problems arising in this field are contingent upon the second factor, inadequate district organization. Apart from this consideration, however, there are numerous problems both in current and capital expense that require the closest scrutiny by the professional organization.

Where Lies the Remedy?

The fourth factor is the lag in our schools. Traditional practice is given entirely too much emphasis. Traditional or empirical organization is too static, too cumbersome and too often regarded as a direct end rather than as a means. There is too much executive autocracy and slavish worship of mechanical efficiency as an objective rather than as a facilitating agency.

The professional organization must study these factors and must develop a plan for gradual improvement. The remedy in the present emergency does not lie immediately in increased state aid, appeal for Federal subventions or in drastic change in taxation methods. It lies rather in the progressive reorganization of the local political and social units of control on a sound economic

base. The problem is twofold. First is the necessity for securing adequately sized districts and, second, the vital need for a district that is not so large that the schools will be removed too far from the people and from general local control. The county district appears to afford a reasonable unit, provided that the cities with their tremendous concentration of wealth, are included. The application of scientific social planning of both organization and physical structure must develop coincidentally with the change in district organization.

Eliminating the Deadwood

The organization of instruction, its structure, methods, span and management must be subjected to the most objective and closest scrutiny. The traditional sets that regard practice as sacrosanct should give away before objective evidence. Much that is deadwood and much that is obsolete may be progressively eliminated if all organization and all activity are considered functionally on the basis of our major objectives. None of these changes can be made overnight. The orderly process includes a careful development and promulgation of the philosophy of purpose, the progressive building of a new structure to achieve the plan, the gradual retraining of all agents to work effectively under the plan and a constant critical attitude through which appraisal and progressive change may be carried on. In one sentence, it means the shift of organization from a static to a dynamic set or from empiricism to functionalization. Along with this change in internal and physical structure must go the process of continuous community education.

Who Should Support the Schools?

After these changes have been progressively accomplished, it will be time to consider the problem of general state support and aid. The schools should be kept close to the people and the major support should come from the people of the area served. If the inadequacies due to traditional organization are eliminated, it is quite possible that the apparent present need for large state funds may be minimized far beyond our current assumptions. The large state fund plan has many weaknesses and even some dangers to popular control. Possible changes in general tax structure must be considered in conjunction with similar changes in the traditional structure of local political units.

One of the gravest dangers faced at the present time is that our professional organizations in utterly good intention but without complete understanding and appreciation of the entire problem

may attempt the traditional method and emotionalize the present situation to such a point that the people will demand an immediate basic change in state or Federal support. Such a situation would be unwise. A general enlargement of the program of state aid before the states can effect a complete physical reorganization of primary administrative units will merely serve to fasten more securely and thus to perpetuate, to the great ultimate detriment of public education, the present inadequate traditional organization.

The present situation is fraught with uncertainty and nervousness because the professional unrest and the emotionalization of immediate emergency conditions tend to paint the picture in much darker colors than are necessary and because these emotional sets may crystallize into action ill-advised plans before the professional organization can take objective inventory and rearrange its house. If the problem is not solved in the light of all of the underlying factors, the future will continue to be a succession of emergencies and may result finally in popular impatience and in sweeping and drastic change.

Silver Linings of the Future

The outcome is more hopeful if the professional organization will consider calmly and objectively the facts as they actually exist and prepare to meet the conditions intelligently. We must reckon the price that traditional practice is costing the people and then proceed to build a logical, intelligent and workable plan. The new plan must be made effective progressively and the needs studied under which structural changes may be made for another long swing. At the same time the schools must be kept close to the people and the people thoroughly educated to their purpose, value, conditions and needs. We believe that the future of public education need cause no worry if we meet these problems squarely and nonemotionally and if we give our best efforts to the task. Naturally, this means the discarding of some of our pet fallacies, beliefs and professional ego. On the professional side we must undertake to build a new morale in light of changed conditions and needs and to rid ourselves of the current philosophy of pessimism. There are still silver linings reserved for the future.

The present emergency should be a challenge to our professional intelligence and statesmanship instead of an opportunity for crying for aid before we have helped ourselves as completely as possible. The problem is of the present. The road is clear. Can we, the leaders in public education, neglect the challenge to our professional skill and to our professional vision?

How Cleveland Meets the Educational Needs of Problem Boys

By means of a carefully developed curriculum, emphasis on shop work and a faculty that understands the pupils' problems, the Thomas A. Edison School successfully prepares delinquent boys to meet the future

By H. K. MOORE, Thomas A. Edison School, Cleveland

SOCIETY is becoming more and more convinced that the best way to attack the crime problem is at its source. Every male criminal was once a boy. In nearly every case he was once a school boy. If people had been wise enough they would when he was a boy have given him special attention before his antisocial attitudes and habits became fixed. They would have given him the education, guidance and help that would

have turned him in a new direction, to a new life.

Cleveland has set itself the task of doing for problem boys this very thing. The educational phase of this redirecting process is represented by the Thomas A. Edison School.

The problem boy who does not fit happily into the activities of the regular schools of Cleveland is transferred to Edison School. While the normal youngster does well in the regular schools there



A group of boys whose improvement in behavior has been outstanding forms the student council.



Emphasis is placed on shop work at Edison School, as it has been found valuable in rehabilitating problem boys.

are certain temperamentally atypical boys who do better in a special school set up to meet their peculiar needs. These are the boys who play truant despite the best efforts of attendance officers to keep them in schools, who disrupt class morale, get into trouble on numerous occasions and tell the teacher to "go to hell."

Groups That Make Up the Enrollment

Out of 742 new entrants in 1930-31, 501 were transferred for truancy, 136 for misbehavior including trouble in school and stealing and other out of school troubles and the remainder for miscellaneous reasons including maladjustment, choice, special program, court order, boys of sixteen years neither working nor in school, and those returning from correctional institutions who chose to go to Edison. The total enrollment for the year was 1,562.

The causes of truancy and misbehavior are numerous. They may be any of the things that touch the life of the boy including his home, his associates, his mental life, his school and the neighborhood in which he lives. It is the function of the Thomas A. Edison School to provide the antidote insofar as the cause arises within the boy's educational life. In addition to this it is believed that increased satisfaction and success in

school at Edison prove to be a compensation in the majority of cases for belittlements of the ego suffered elsewhere.

Edison is a day school. The boys travel by street car each day between home and school. It is expected that they will spend their adult lives in the environment Cleveland provides. Adjustment must be made to that environment. Upon the degree of that adjustment depends much of the safety of life and property in Cleveland.

In a study made in 1930 it was shown that the typical Edison boy had failed almost four times before being transferred to that school. Nearly all had failed in the first grade. It was pointed out that failure and misconduct were largely interdependent—that each is probably a cause of the other. These failures have been in the regular school subjects. The boys do not fail in shop and art work and handwork.

Shop Work Brings Good Results

In a study made in the summer of 1931 it was found that the mechanical aptitude of the summer school population was below the norms for each age group. Despite this, appeal through manual skills must remain a prominent device of the problem boy school. The boy has been discouraged fewer times in this field than in the intellectual. He has had his feelings hurt by fewer teachers. He has not developed the same hatred for manual school work. Regardless of his lack of mechanical aptitude this field remains a potent device for the giving of legitimate satisfaction as opposed to antisocial satisfaction. Shop work at Edison School is given in printing, woodwork, metals, basketry, mechanical drawing, cartooning, sign painting, art, barbering and wood finishing. We have in this and in other things about the school a sort of educational adaptation of the almost extinct chore for city boys.

Sole dependence, however, is not placed upon shop work. The school is carrying on valuable experiments in the teaching of the regular subjects to problem boys. New methods and a new curriculum are being developed. A list of the features of science teaching alone includes: student activity, selling the unit to the boy, success, mastery of minimum essentials, provision for reading difficulties, provision for individual differences, adaptation of the curriculum, specially written units, use of current news material, the method of the recitation and visual evidence of progress.

The so-called extracurricular activities are utilized in regular class work when practicable. The production of a school newspaper, the *Pep*, forms a part of the work in English, art, printing and

sign painting. Dramatics is a device used in numerous classrooms. Correlations between shops and academic classes are frequent.

The honor society at Edison is put to work. Boys with the best records are nominated by their home room teachers for membership in the Leaders' Club. This organization has charge of hall order. Boys are anxious to belong to this club, and its existence offers an incentive to improvement in behavior.

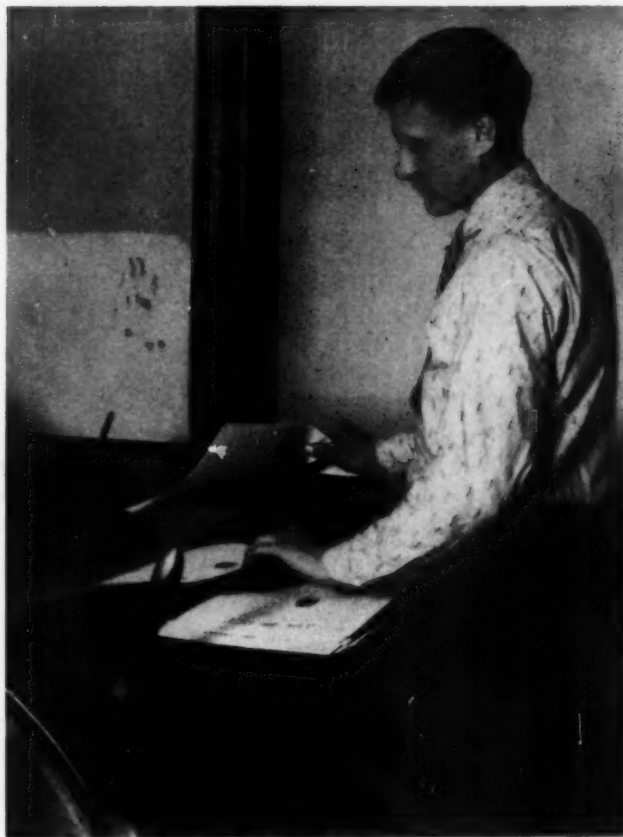
Rewards and recognition are superior to punishments. As P. M. Watson, principal of the school since 1921, has often said, it is better for a boy to do the right thing because he chooses than because he must. Twice a year a recognition day is held and an honor certificate awarded to those with perfect attendance, meritorious scholarship and excellence in other fields. As a disciplinary device a system of rewards has been set up utilizing the school library, bowling alley and swimming pool. Discipline of other kinds is thus reduced to a minimum.

Those interested further in the subject of pupil management are referred to Mr. Watson's excellent discussion in his tenth annual report. He says, "There are many incentives to right action which may be legitimately employed in schools. Among these are the following, listed in order from lowest to highest: (1) fear, (2) desire for rewards, (3) desire for group approval, (4) pride in achievement, (5) desire for the common good." I have not seen anything superior to his discussion of each of these points.

Winning the Confidence of "Yamyam"

Personal contacts between teachers and boys are of great importance in the school. A teacher in a regular school called on a boy to recite. She pronounced his last name in a way that sounded like "Yamyam." At once a spasm of giggling arose in the room. The boy blushed, failed to recite in his confusion and sat down. This had happened to him many times. Finally, taking refuge in running away from the source of his embarrassment, he played truant, or "ripped school" as the boys express it.

Repeated efforts to keep him in school failed so he was transferred to Edison School. His name was called in a class at that school. The same giggles began. Something different happened this time. The teacher, a man who gives and takes "kidding" himself, understood what was going on in the mind of the boy. Giving the class work of a different nature he said, "Come here, son." Then the teacher got the boy to express his feelings about the reception the calling of his name invariably produced. The teacher then gave a list



Getting out Pep, the school newspaper, forms part of the work in English, art, printing and sign painting.

of jokes that had been made upon his own name. The boy was led to see that the same thing happens to many people, some of whom resent it while others pass it off and remain good scouts through it all. At the same time the teacher silently resolved to use another and less humorous part of the boy's name. "Yamyam" has not missed a day in his new school.

An entrance department has been set up to care for the hundreds of new entrants each year. In this room new boys are tested and made ready to fit in with the work of the school. A home visitor makes contacts between home and school. Close contact is kept with those agencies dealing with elements that cause maladjustments, other than educational.

Boys at the Thomas A. Edison School make gains in the academic subjects comparable to those made by pupils of the same capacity in other schools of the city. The Powers General Science Test was given to twenty-one 8A boys on January 8, 1932. The Edison median 62 compares favorably with the author's norm of 50.1. This record stands out when we note that the norms were computed almost entirely with ninth graders, while our group is an eighth grade class with a median I. Q. of 94.

The tenth annual report of the school, 1931,

gives results with the Stanford Achievement Test, Form A, in which the boys of the school made a gain of 4.7 months during 4.5 months. A 1928 study by the reference and research bureau of the Cleveland schools indicated the gains made in Edison elementary grades and those made in a local elementary school.

Subject	Months Gain	
	Elementary School	Edison School
Reading	2.17	3.06
Arithmetic	3.50	3.60
Science83	.25
History09	.72
Language70	.21
Spelling	2.70	1.80

In 1929 the Woody-McCall test of mixed fundamentals in arithmetic was given to seventy-three eighth grade boys with a median I. Q. of 92. Their median score on the test was 30 while the author's norm was 29.2.

Because of this success in school work we should expect both behavior and attendance to improve in Edison School. That is just what happens. An attendance percentage of 46.3 per cent in other schools is raised in Edison to over 90 per cent. Behavior in school is of such quality that the visitor is hardly aware that he is in a problem boy school. The behavior of the boys as they walk from the street cars to school is not inferior to that of pupils from other schools.

The immediate destination of a group of boys who left the school in 1930-31 was as follows: transferred to other schools, 248; out on working permits, 257; Lancaster, 20; Hudson (Cleveland Farm School), 30; detention home (at close of school), 8; withdrawn for other causes, 12; exclusions, 4; deceased, 1; moved from city, 26.

The Thomas A. Edison School was established in 1921. In Cuyahoga County (including Cleveland), while the dependency and neglect rates have risen since that time, the delinquency rate has very markedly decreased year by year according to the 1930 annual report of the juvenile court. Prior to 1921 there had been a steady rise in the delinquency rate. Edison School undoubtedly deserves a part of the credit for the excellent showing since that time.

What Becomes of the Problem Boys?

What is the ultimate destination of Cleveland's problem boys? Studies such as that by Healy and Bronner, "Delinquents and Criminals—Their Making and Unmaking," might lead one to expect that over 30 per cent would become adult criminals or, conversely, that a majority of adult criminals had been juvenile offenders, as proved to be the case in Chicago and Boston. Apparently no such thing is true of the product of Edison School.

Besides the numerous contacts between Edison teachers and their former pupils another method of follow up has been used. Cleveland newspapers are constantly being searched for the names of males arrested, charged with crime and paroled. A search of the school's "withdrawn" files then shows whether a boy of that name ever went to the school. Regardless of the obvious inaccuracies and omissions of such a method, it is worthy of comment that since the start of this procedure no adult ex-pupil and very few boys from the school have become notorious in this way. There have been many more prominent business men and public officials listed in the news as being charged with crime than there have been Edison boys. Results of other and more accurate devices are not ready for announcement.

Such evidence as we have and such studies as we have made point to the fact that the Edison boy in adult life nearly always becomes a typical inconspicuous member of the lower economic group, not a criminal.

Bibliography

- Watson, P. M., Keeping the Truant Boy in School, Phi Delta Kappan, Feb., 1925; Cleveland's School for Problem Boys, Jour. of Ed., Dec. 15, 1930; Centers Life of School in Boys' Success, School Topics, Dec. 11, 1928; Playing Hockey Loses Thrills, School Topics, Dec. 21, 1927.
 Moore, H. K., The Results of a "Character-Building" Talk, High School Teacher, Dec., 1931, p. 387; The Content of a Unit on the Metallurgy of Iron and Steel for Eighth Grade Problem Boys, School Science and Mathematics, Nov., 1931; Problem Boy Is Linked to His Failures, School Topics, Feb. 17, 1931.
 Rothfuss, Howard, Visual Education Project on the Life of Abraham Lincoln, Educational Screen, Jan., 1931.
 Bullis, Mabel L., and Booth, Guy, Pageant, "God Rest Ye Merry Gentlemen," Normal Instructor and Primary Plans, Dec., 1930.
 McGuire, Jane, Cotton Project, Grade Teacher, Sept., 1931.
 Wise, Clayton R., Thomas A. Edison School for Boys, Jour. Nat. Ed. Ass'n, Dec. 1928.

"Future Farmers" Join in Programs Honoring Washington

George Washington, the farmer, will be the theme of special bicentennial programs to be staged during 1932 by the Future Farmers of America, national organization of boys studying vocational agriculture in the United States, according to a recent announcement made today by the Federal Board for Vocational Education. The Future Farmers of America, commonly known as the "F. F. A.," is composed of 2,500 chapters representing every section of the United States and Hawaii, and has a membership of approximately 60,000 boys ranging in age from fourteen to twenty-three years.

Washington programs will be staged by the Future Farmer organization throughout the year in connection with its chapter meetings, summer camps, banquets and other events. These will take the form of talks on Washington as a farmer, a surveyor, a soldier, an engineer, a business man and as president, and of plays about his life.

Can a School Executive Afford to Ignore the Law?

"No," says this article, citing the case of a principal who lost his job and jeopardized the future of a successful school because he was not legally qualified

By CARTER ALEXANDER, Professor of Education, Teachers College, Columbia University

THE case of a competent school man forced out of a position he had filled creditably for years, on the grounds that he was never legally qualified, recently was brought to my attention with a request for comment. I am willing to undertake such comment because the case is typical of certain difficulties with which all school executives who show the slightest signs of progress and leadership must often contend. Unfortunately, nothing can now be done in the particular instance.

An Example for Others

The essentials of the case follow. It arose in a state agricultural school of lower grade than the state agricultural college. The statute establishing the school required the principal to be a graduate of a standard agricultural college and the board to be "intelligent farmers." Several years ago the board selected as principal a competent educator with a doctor's degree from a nationally recognized teachers' college, although he was not a graduate of a standard agricultural college. Both the board and the principal either ignored the statute or were ignorant of it. Apparently, the principal made a success of the school. Growth statistics, recognition by standard accrediting agencies and newspaper comments all indicate this. But after some years opposition developed. Even this may have been to his credit, but matters were so maneuvered as to get the case before the state attorney general. The latter of course could do only one thing—rule that the principal was not legally qualified. The results are that the principal was forced to resign and is still without a job, the board is in turmoil and the school of some 500 students has little possibility of escaping serious permanent injury.

Many school executives find themselves in situations essentially similar to this. Such difficulties often arise in connection with teachers' certificates, dismissal of teachers, building regulations,

observance of the compulsory education law, pay for the superintendent during vacations, adoption of textbooks and the like. In all such instances the big question comes up: Can the board and the executive ignore the school law or a particular phase of it, or later plead ignorance of this law, and justify an illegal action by the immediate practical results achieved? The answer is not simple or easy. There are, however, certain limits beyond which no school authorities can go with safety.

A narrow legalistic interpretation of rigid blanket observance of all school law is certainly not to be advocated. Probably every reader of this page violates some school law every day of his school life. No one having the slightest acquaintance with the ignorance, selfishness, greed, partisanship, logrolling and hamstringing to be found in the average legislature, can have any great respect for all provisions of law simply because they happened to be passed by the legislature.

Reckoning Without the Public

In this particular case, for example, there are two possibilities of widely different merit. The statutory item requiring the principal to be a graduate of an agricultural college may have been inserted by members of the legislature who had given a lot of thought to the matter. They may have honestly wished to prevent the possibility of an agricultural school's being perverted by some principal who would come to the legislature for money for an agricultural school and yet spend most of it on old-line academic work. This would have been perfectly within their rights and they could have found plenty of cases of such perversion in other agricultural schools to arouse them to take such a precaution with their own proposed school. On the other hand, the statute may have been drawn because of the determination of the state agricultural college to get jobs for all its graduates and to keep the lower agricultural

schools as feeders for itself. This would be a horse of a decidedly different color.

Nor is a "to-kingdom-come" attitude toward the statutes any better. The board employing this principal at the start and he himself must have known that the statute required the occupant of the position to be an agricultural college graduate. If they didn't, any fair-minded outsider would say that they did not know their business and hence are hardly in a position to win public support and approbation now.

If they deliberately ignored the law, no matter how conscientiously they acted, they failed to reckon with the American public. However much nonobservance of law there has been and is in our midst, the American people have almost never countenanced deliberate overriding of the law, particularly by those entrusted with the training of future citizens who are to live under that law.

When Politics Enter the Field

The wise thing for this particular principal would have been to keep out of a position for which he was not legally qualified, until the law could be changed. And the original board should have taken this view. Doubtless they all thought they were acting for the best. But when they flouted the law, they set up a situation exactly made to order for their enemies, especially the politically minded. If a school man is going to flout the law, he must be sure that he can beat his enemies and the politicians at their own game, which is securing public support and using every legal technicality to gain their ends. Otherwise, he is simply gambling like a politician, and all politicians of any experience know that sooner or later by the laws of chance they will be thrown out. Few school men are equipped to do this. It is far wiser and will in the end produce far better and more permanent good results, to observe the school law and to strive for desirable changes in this. If flouting the law is the decision because it will do more immediate good for a particular line of school work, the school executive wishing to retain his position must do one of two things. He must get such unanimous support for his work that his enemies cannot maneuver him into a situation where the question of a precise observance of the law can arise for public discussion. Or his support must be so strong that his enemies will be afraid to raise the question. True, these are the methods of politics. But when the law has been flouted, the case has been transferred to the field of politics where political methods control.

A professionally minded school executive will keep as many school legal problems as possible out of the political arena. This means that he will not

flout the school law often or on important items, or until he is sure that he has enough support to see him through. Above all, he will work to change undesirable school laws or to prevent them. When he flouts a school law, he will do it with his eyes wide open and with a willingness to take the consequences cheerfully.

What the Foundations Are Doing for Education

Large benefactions annually by American boards of education, foundations, university alumni and various individuals have given tremendous impetus to the cause of scientific research and the advancement of learning, according to Dr. Henry R. Evans of the editorial division of the Office of Education.

Eight major foundations alone in the United States are expending approximately \$49,000,000 annually for educational purposes, Doctor Evans pointed out. This does not take into account the millions of dollars donated to colleges by individual alumni and grants of numerous other organizations.

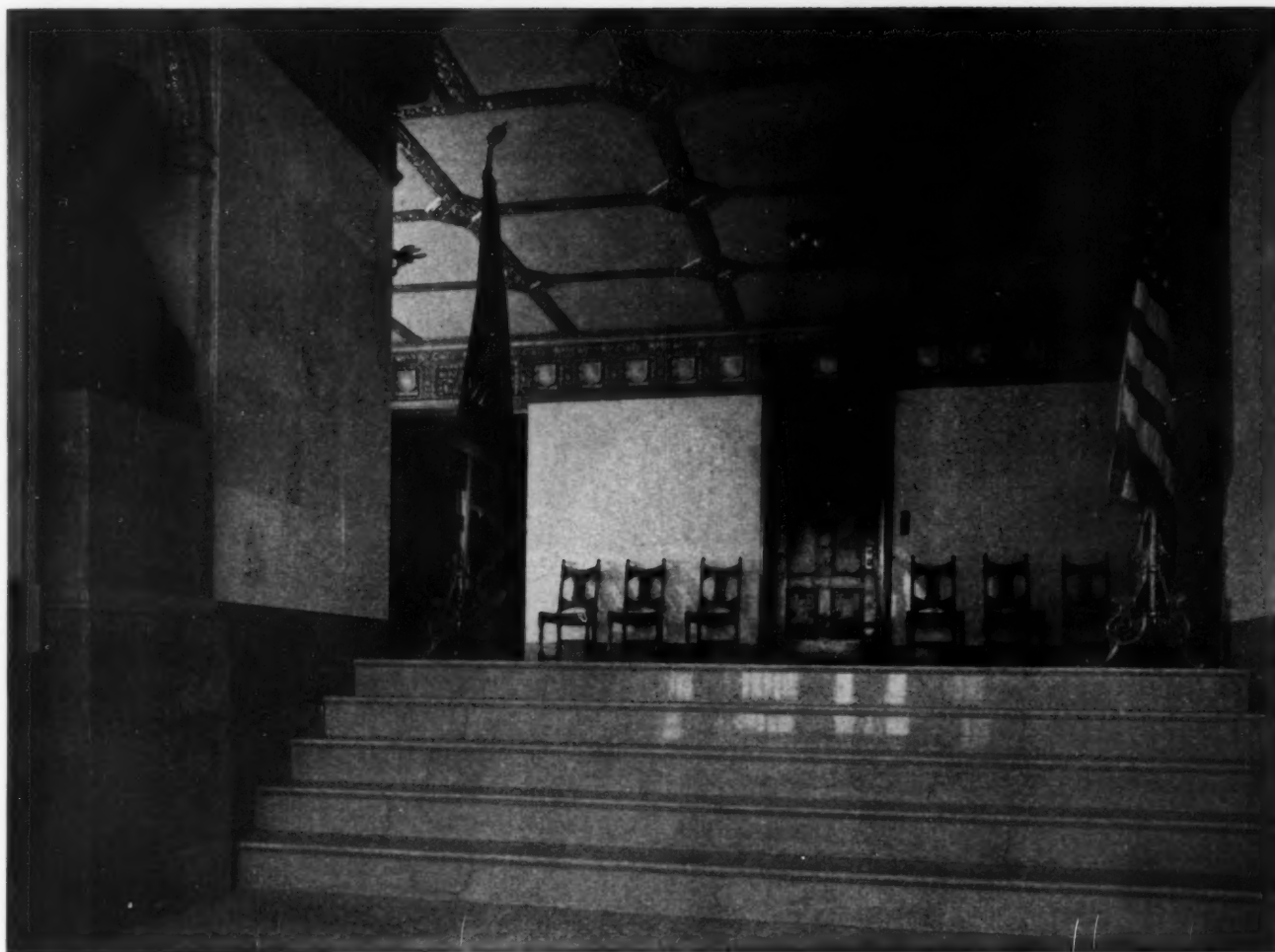
One board alone, the General Education Board, has since its foundation in 1902 appropriated a total of \$214,777,796.82 for the promotion of education in the United States. In 1930 it set aside for this end more than \$16,425,000.

The most recent report of the Rockefeller Foundation and the Laura Spelman Rockefeller Memorial indicates an annual expenditure of more than \$19,000,000. These sums are allotted to universities and other educational institutions, to research agencies, special committees and commissions, for special objectives such as promotion of public health, its administration, and other activities.

The Carnegie Corporation of New York made grants in 1930 totaling more than \$3,700,000. Its largest grants were as follows: Dalhousie University, \$400,000 for endowment; Pan American Union, \$300,000 for building additions; Carnegie endowment for international peace, \$125,000 for its work in the United States; Acadia University, \$200,000 for endowment; Australian educational research council, \$250,000 for support; Newfoundland Memorial College for general expenses, \$100,000.

The Carnegie Foundation for the Advancement of Teaching has since its inception expended \$18,817,000 in teachers' retirement pension allowances, the largest amount ever paid to a professional group by a nongovernmental agency. The money was divided among 1,633 persons.

Numerous other agencies contribute annually millions toward educational work.



Planning a Preparatory School in the Midst of a Great City

The Moore Memorial of St. John's College, Brooklyn, N. Y., presented a building problem because of the small site available; how this problem was solved is told here

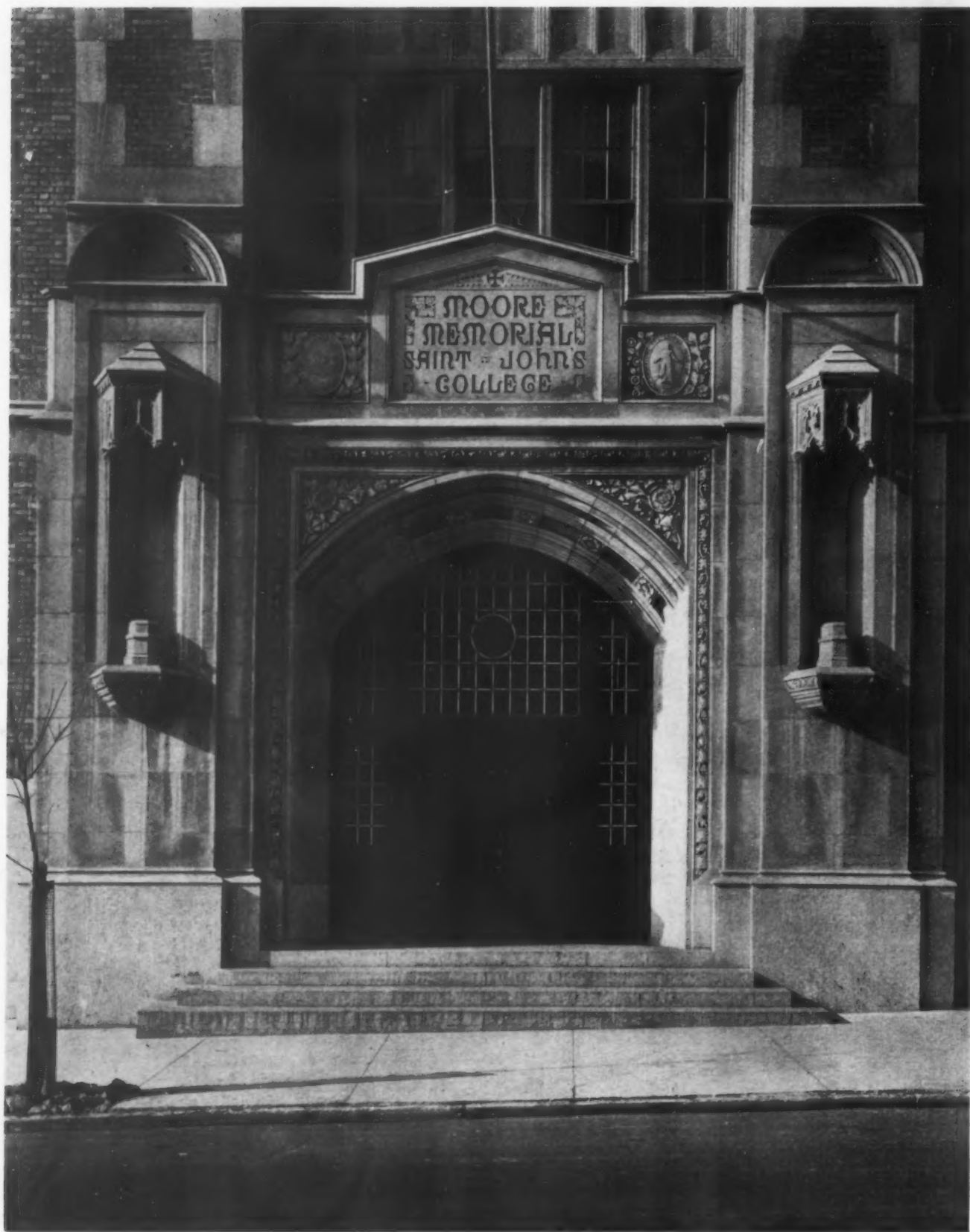
By FREDERICK COOK, Architect, Newark, N. J.

IN PLANNING a school in a thickly populated metropolitan area where property is at a premium, it is a perplexing problem to arrange for the accommodation of a given number of pupils, especially when all the zoning ordinances and all the fire and building regulations relating to the site in question must be taken into consideration.

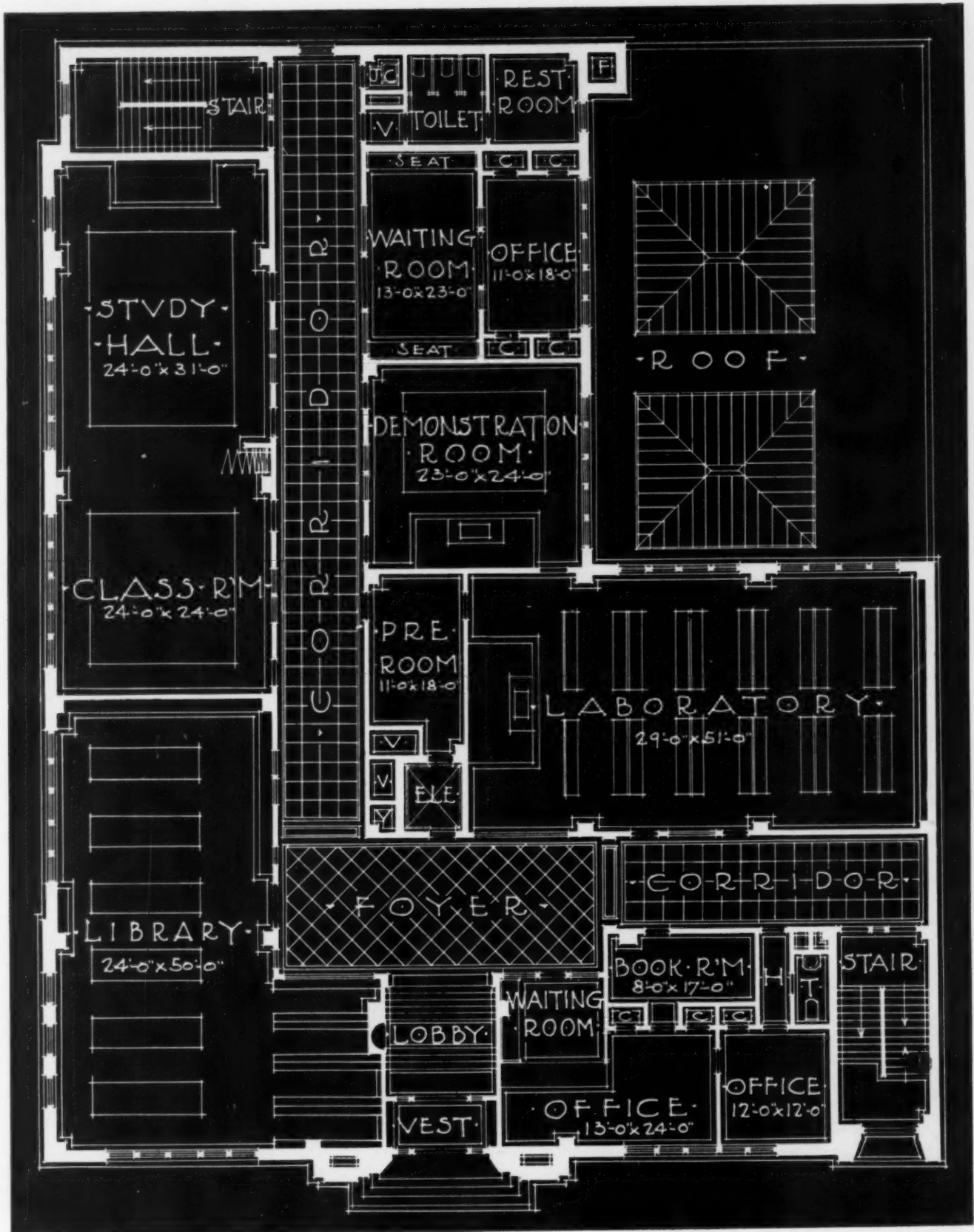
Such was the problem that confronted the St. John's College, Brooklyn, New York, when the authorities of the college were planning to build their new Moore Memorial Preparatory School.

On a plot of ground 99 by 120 feet, opposite the college buildings, it was planned to erect a building large enough to accommodate 1,500 pupils, with thirty-five classrooms, five laboratories, a library, a large gymnasium, locker rooms for the full quota of pupils, a swimming pool of regulation size and a cafeteria seating five hundred persons. There were to be also the necessary administration offices and accessory rooms and a heating plant that would take care of another building in the college group.

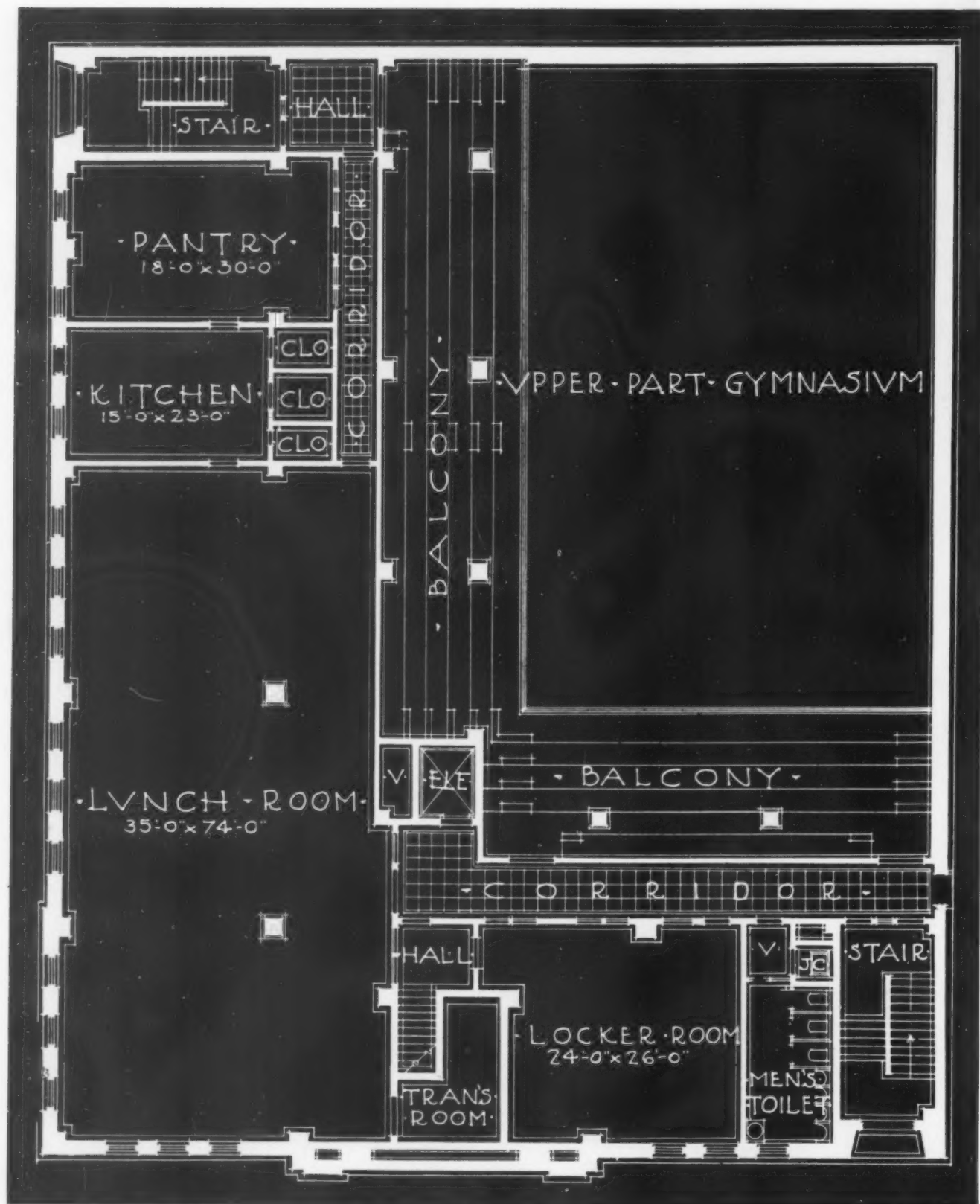
After a careful study of this problem, it was



The architectural design of the building, Tudor Collegiate Gothic, has been interestingly emphasized in the main entrance, where carved limestone and leaded glass add the decorative note to an otherwise plain exterior.



An idea of the compact arrangement of the Moore Memorial may be gained from this plan of the first floor. On this floor are the administration offices, a book storage room, a library, the lobby and foyer, a study hall, the secondary administration offices, a women's rest room and a physical laboratory with its preparation room.

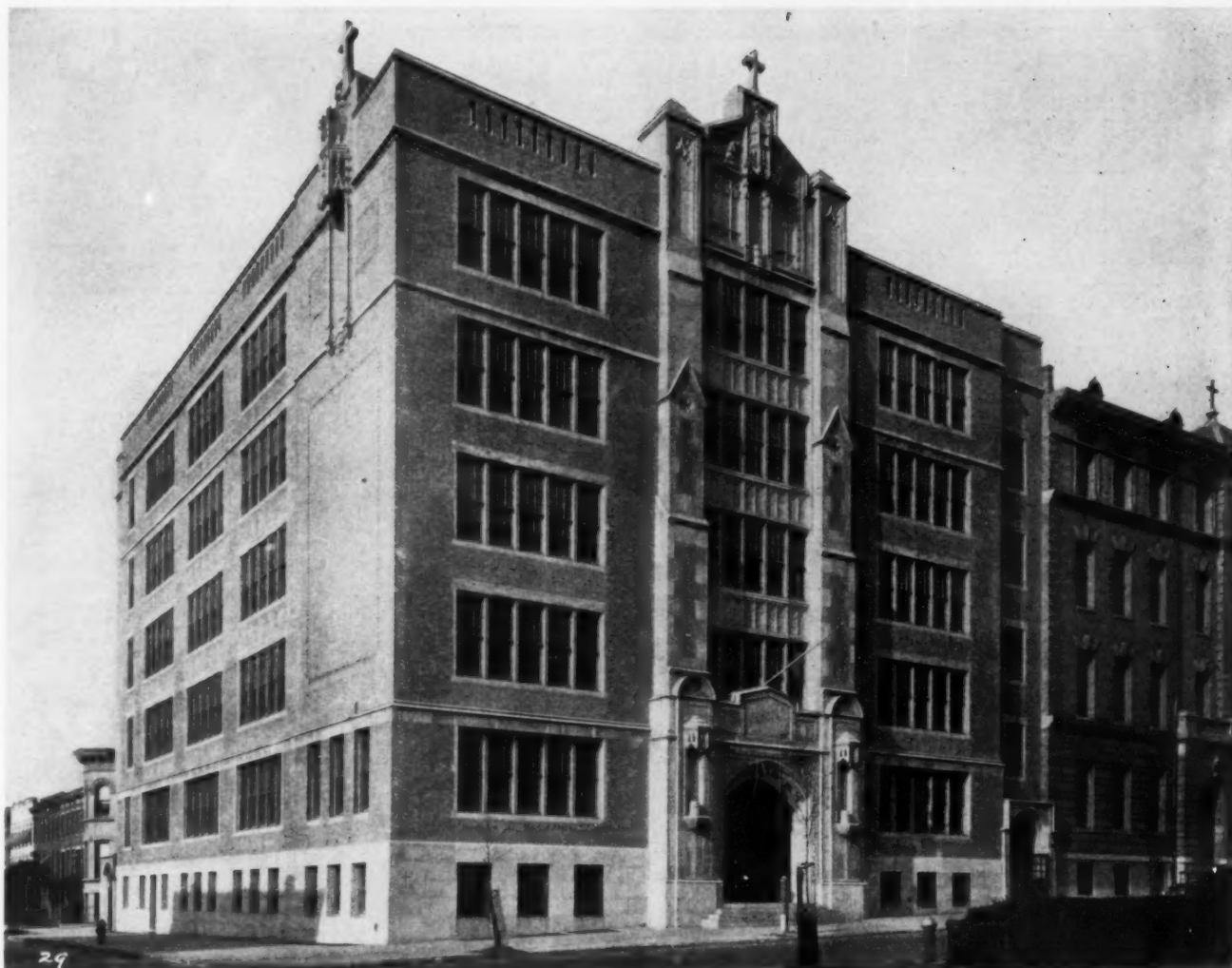


A large cafeteria is on the ground floor.

deemed advisable to limit the height of the classroom floors to five stories, housing the larger units below. The final design resulted in five stories, one basement floor, and two floors of lockers, making in all an eight-story building.

Built as a completed unit, with no consideration

for future additions, the design is an adaptation of Tudor Collegiate Gothic which lends itself so well to this type of building. Much thought was given to the economizing of space, and the building is arranged for the greatest degree of efficiency in administration.



Drab impervious brick laid in natural cement mortar with natural cement joints, and limestone trim, have been used for the exterior.

One important factor was permanent lighting for all the rooms.

The exterior is a drab impervious brick, laid in natural cement mortar with natural cement joints. The doorway buttresses and trimming are of limestone.

The basement, from grade to the first floor, is of granite. The entire building is of steel frame, cinder concrete arches with exterior walls of four-inch impervious face brick, eight-inch hollow tile. The interior of the brickwork is waterproofed and the plaster is placed directly on the waterproofing. The window frames and sash are of wood. Interior window sills are of bull's-nose glazed brick.

All classroom floors are of maple, and all doors and trim are of oak.

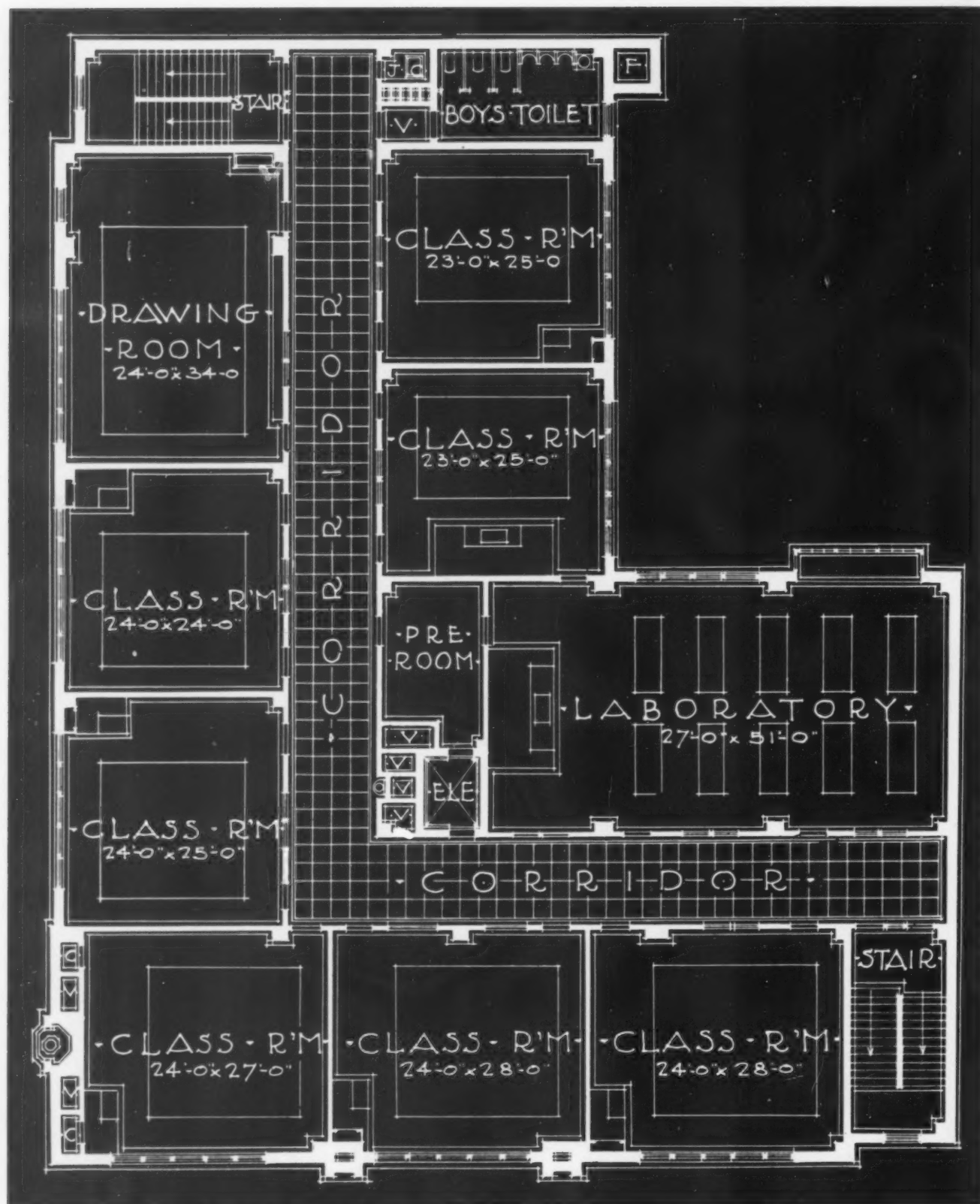
The roof is arranged for two large shelters, with ample seating capacity, and is of quarry tile with an eight-inch parapet wall with built-in seating around the entire wall. It is the outdoor recreation space for the school, provision being made for handball and tennis courts. This recrea-

tion space is reached by two stairs leading from the street to the roof.

The building is arranged with a sidewalk elevator lift to receive the supplies for the school through the basement; the supplies are then distributed throughout the building by means of an automatic service elevator.

Special Attention Given to Ventilation

The corridors on the first floors are of terrazzo, with a small sanitary coved terrazzo base. The corridors above are of cement with a cement base, with wainscoting six feet high of salt glazed brick. The stairs are of concrete with a center partition of six-inch tile. The treads, risers and platforms are of cement, the treads having a nosing of non-slip tile. The corridors are sufficiently wide for the free circulation of air and they have a ceiling height of nine feet. This allows for a ventilating duct to run the entire length of the corridor and to discharge into a large stock on the outside near the toilet. Each classroom has two vent openings into this duct. Windows are provided with a ven-

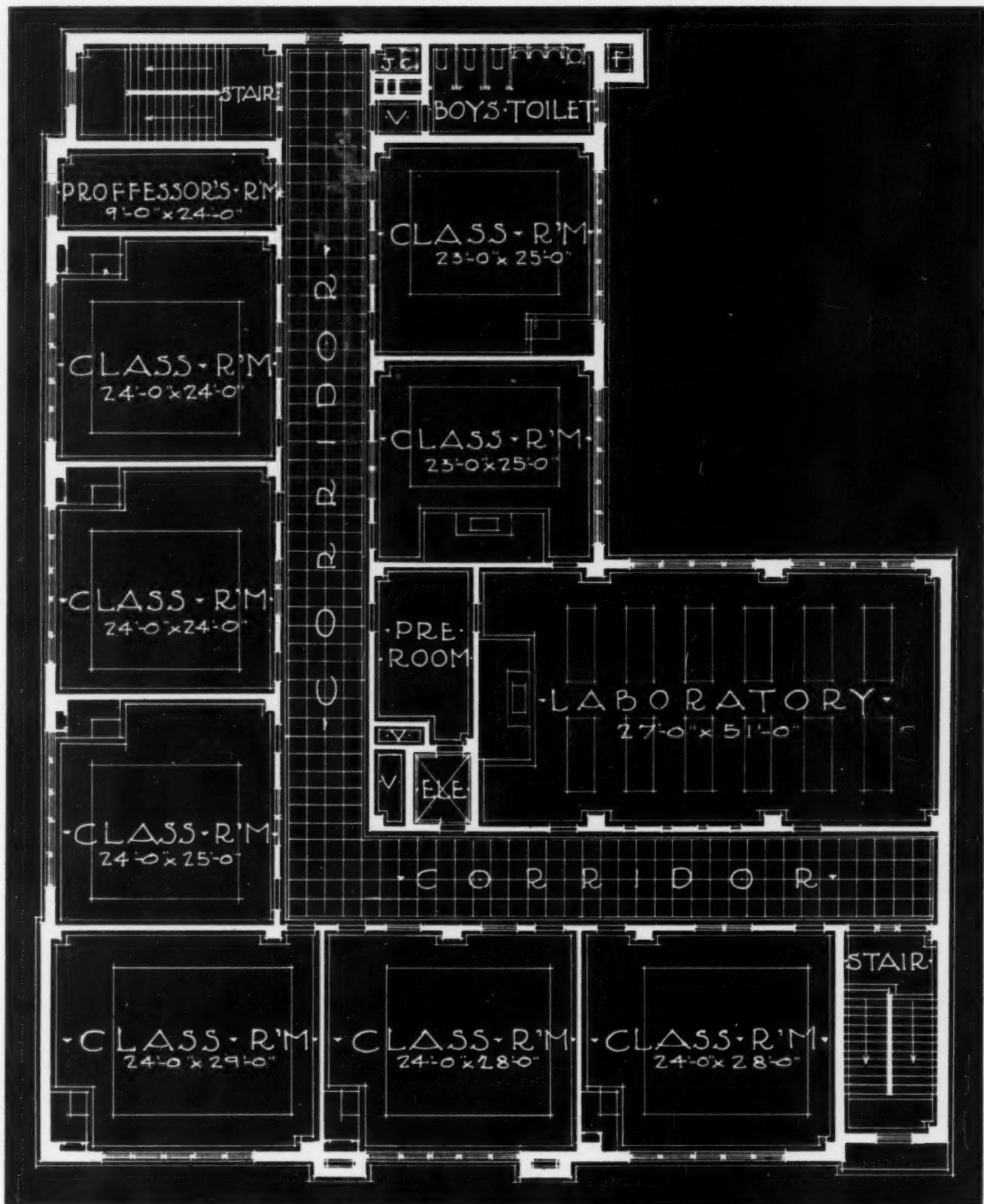


This typical plan shows the arrangement of the second, third and fourth floors.

tilating device which allows for opening and which prevents any draft on the pupils. This arrangement keeps a gentle circulation of air in all of the classrooms.

The toilet ventilation is directed through individual ducts at the toilets. The toilets are treated

with salt glazed brick wainscoting. They have terrazzo floors with a small sanitary coved base. The partitions are of hollow metal. All plumbing fixtures are of chromium plate and the toilets have special flushing valves. Each toilet is provided with a sizable mirror.



The fifth and top floor is similar in arrangement to the second, third and fourth floors.

The main entrance is of finely detailed limestone, superbly carved. The vestibule is of quartered oak, with English paneling. The finish of the lobby is of honed pink Tennessee marble floor, a rosetta base to a height of five feet and Tavernelle marble to the ceiling. The foyer is finished

with a terrazzo floor, having a marble mosaic border and a ten-inch rosetta marble base. The walls to the ceiling are of Tavernelle marble. The ceiling is ornamented in old English plaster paneling, with an old English plaster frieze around the lobby and foyer. These ornamental

panels are decorated in colors with the seals of various colleges.

The entrance to the library and administration office is of carved quartered oak and old English leaded glass. The library is finished in oak. There are specially designed tables and an arrangement for a bookstack. The floor is of rubber tile. The radiators are concealed.

The laboratories, 28 by 50 feet, have a composition floor.

The gymnasium has a clear floor space of 50 by

istration offices, a women's rest room and a physical laboratory with its preparation room. The second floor contains seven classrooms, with the administration and classrooms combined, a faculty room, a pupils' toilet and a chemical laboratory, with its preparation room. The third and fourth floors contain the same number of rooms. The fifth floor contains six classrooms, a demonstration and classroom combined, a drawing room and a biological laboratory with a conservatory.

The entire building is heated with a vacuum



In the physical laboratory pictured here every inch of space has been effectively utilized for both instructional and experimental purposes.

80 feet, with a 25-foot ceiling. It has a seating capacity of 1,000 pupils.

The swimming pool is 20 feet wide. There are four lanes, 75 feet long, 8 feet deep at one end and $3\frac{1}{2}$ feet deep at the other. The entire pool is of mosaic tile to a height of eight feet.

The boiler room houses the heating plant for a part of the college group, together with the pumps and filtering arrangements for the swimming pool.

The cafeteria has a cement floor and salt glazed brick wainscoting with bull's-nose glazed brick window sills. The kitchen is fully equipped with gas ranges and an ice machine. Arrangement is made for a faculty dining room back of the kitchen.

The first floor contains the administration offices, a book storage room, a library, the lobby and the foyer, a study hall, the secondary admin-

istration offices, a women's rest room and a physical laboratory with its preparation room. The classrooms are provided with two cork bulletin boards and ample blackboard space, artificial lighting and intertelephone service. Each classroom also has a stereopticon outlet and provision for radio reception.

The building is cleaned with a vacuum system, and has separate controls for the gymnasium, the swimming pool, the administration offices, the library, the biological laboratory and the rest of the school.

The gymnasium is twenty-five feet below the sidewalk. It is lighted through a large skylight and ventilated by independent ducts direct to the roof.

The total capacity of the Moore Memorial is 1,040,971 cubic feet. At a total expenditure of \$420,000, the cost per cubic foot is forty cents.

What Does a Changing Social Order Imply for Education?

That—the past is an inadequate guide for the future; creativeness must be emphasized; education is life itself; the schools are society's salvation; trends must be understood and directed

By A. L. THRELKELD, Superintendent of Schools, Denver, Colo.

WHAT does a changing order of civilization imply for education? Such a question does not warrant the assumption that there ever was a time when civilization was absolutely static, or that there ever was a time when everything in civilization was changing rapidly.

By "a changing order of civilization," as here used, reference is made to a civilization in which change seems to be an outstanding characteristic when the whole situation is taken into account. Further, no exhaustive treatment of the various implications for education contained in a changing order of civilization will here be attempted. In fact, only five implications are submitted, but they are important.

The first implication¹ is that the mere transmission of the past as a guide for the future is not adequate. In a static civilization the necessary habits and concepts incident to living need not change from generation to generation, inasmuch as the situations to which the human being must respond do not change. In such a civilization the schools assume merely a transmissive function. They address themselves to teaching the pupil the past as a guide for the future not only in the field of general principles, ideals and the like, but in the field of specific habits of reaction. In the various vocations and in life at large the way a thing always has been done is taken to be the best and in fact the only practicable way in which to proceed in the future.

New Conditions Require New Ideas

But in a changing order a replica of the past is not adequate as a basis for future action. Novel situations have to be met. In fact, that teaching which presents the way a thing has been done as the best way for continuing not only fails to prepare for novel situations but stands seriously in

the way of the acquisition of new ideas and habits called for by new conditions. Everybody knows how difficult it is to deal with the person who has been indoctrinated in old ways not appropriate to the new.

Everybody Is Going to School

The second implication is that the emphasis of education in a changing order must be upon creativeness. Obviously, in a changing civilization new situations have to be met. This fact requires the organization of new responses. It is true that these responses cannot be drawn from a vacuum. Creativeness, as the term is here used, does not mean the making of something out of nothing. It is used rather to refer to the reconstruction of the elements of experience into new wholes, just as the architect is said to create a new edifice when he designs one such as we have not seen before but which upon analysis is found to be made up of a reconstruction of old elements of experience. No element in it is new, but the whole is different. So, in a changing civilization, education must place the emphasis upon giving the individual continuous experience in reconstructing experience to meet novel situations. This is what is here meant by placing the emphasis upon creativeness. The development of the individual's initiative and resourcefulness in the attainment, evaluation and constructive re-use of experience becomes the major objective.

How many failures in the various fields of life are due to lack of vision and resourcefulness on the part of the individual in adapting himself to new conditions? It would be of vital interest to know what percentage of business failures are due to obsolescence in business methods. Then, quite aside from the problem of succeeding in the economic struggle, how much of the individual's unhappiness is due to his failure to gain insight into the new meanings that come with change? Such

¹Coe, George Albert, *What Is Christian Education?*

insight is surely always a source of some satisfaction and peace of mind, to say the least. Is it possible so to educate an individual that the life that he prefers and adopts for himself will be one of continuous inquiry, one of continuous re-evaluation, one of continuous projecting? Methods of teaching which aim at this objective are already much in evidence in our schools, but terms referring to them more specifically will not here be used because of the bickering that generally follows the use of any of these terms, such as, for example, "project method."

The third implication is that in a changing order an individual's education cannot be ended at any point. The adjustment principle itself makes this obvious. If civilization is continually changing, continuous adjustment is demanded. Therefore, a program of education for the individual extending from the cradle to the grave is implied by a changing order. Already there are indications of this trend. Adult education is in the ascendancy. One who has given little attention to this fact would be astonished at the extent to which persons of all ages are going to school in our country today, not to formal public schools only, but to schools of all types. Many school systems are rapidly expanding their program of adult education, but this is only part of the story. Practically every business corporation of size maintains its own program of schooling for its employees. Many of them maintain schools of instruction for their customers. It is literally true that everybody is going to school today, whether he be an infant in the nursery school or an adult in the bank or factory.

Adult Education—An Economic Necessity

Perhaps one of the problems of the near future will consist of the need, now partially recognized, to coordinate this whole program so that it will be more economically administered, so that it will be more efficiently serviceable to the individual citizen and to society at large, and so that it will be more definitely conceived of as society's way of enabling the individual to make a continuous adjustment to new needs. A comprehensive program of education organized to meet the needs of all types of individuals in all types of situations may prove to be the way our dynamic society will provide for the individual's continuous adjustment.

Take, for instance, the case of the bank teller who may have been thrown out of his position overnight through a merger. He probably has spent many years in specializing as a bank teller, the specialization having been essential to his being efficient in his work. But he cannot obtain another similar position, due to the fact that the

merger itself tends to lessen the demand in that field. What is he to do? What is society to do about it? It is being suggested that society may maintain a program of adult education so that such an individual, and countless others in a similar plight, may immediately go to school again for two weeks, two months or two years to prepare to enter some other field.

Learning Throughout a Lifetime

It is not inconceivable that the changing order implies that the individual citizen will be called upon to make many serious vocational readjustments throughout the course of his active lifetime. If society, then, is to be successful, it must provide a way by which these readjustments can be made. It must provide also opportunities of development in the art of how to live. Classes in music, literature, painting and the like would enter the program from this point of view. The machine age will liberate time and energy for this; and it should, when reasonably mastered, produce the wealth necessary to support such a program.

In such an extension of the educational program there are important implications for reconstruction within the grades now covered by the present school system. In these grades there would be less of cramming, less of the notion that an individual must be prepared for life by a certain graduation date. Much we now attempt in the earlier years could appropriately be put off. Education all along the line could really be thought of as life itself rather than as preparation for life. It could be directed at any point to the development most needed by the pupil at that time.

Students of education now pretty generally agree as to the fallacy of the time honored educational theory that a person can be loaded up with knowledge independently of his appreciation of the situation in which he is to apply that knowledge, on the assumption that when the future presents a situation calling for it he can reach into his mental pigeon-holes quickly and pick out the thing to use. The things acquired in the actual process of living are the things found available and usable as one draws upon one's mental resources to meet novel situations. The old formal discipline theories of mind training are pretty well exploded. We know that an individual learns a thing best in a situation which, from his point of view, actually calls for the learning of it and that he acquires his mental discipline in such learning.

Learning is not something separate and apart from actual living in any sense of the word that is acceptable today. In a well proportioned, properly graduated program of education, extending throughout a lifetime, things may be learned when

they need to be learned, whether two hours or ten years are required, preparation for the professions probably requiring the longer periods, and there will be plenty to learn at any one time. In addition to what this would mean to the individual in the way of enabling him continually to reshape his life, the point here emphasized is that there would be the additional result of lifting an unnatural load from the early years of education. Subjects could be taken up for learning at appropriate times, psychologically and sociologically speaking. Much of our practice in the first twelve or sixteen years of schooling is a heritage from the old idea that life, especially adult life, is fixed, static, something that can be specifically prepared for, and that childhood and youth are to be crammed with these specifics as a preparation for adulthood.

Anyone who has been observing the adult education movement and the nursery school movement throughout the civilized world sees here a great educational frontier. Can society afford to move toward that frontier? If so, how far? Society must answer these questions for itself. In so doing, it will be faced with two more questions: Can it afford not to go toward it, and how far must it go to preserve and promote its own life? In the answers to these two questions will the answers to the first two be found. To put it another way, in facing this issue as in facing all others, society must choose whether it will pay for education or pay for ignorance. That it shall pay for one or the other is inevitable.

Helping Society to Remake Itself

The fourth implication is that the schools may become the chief means by which society will continually remake itself. This is an extreme departure in policy for schools, for, so far as they have been supported by society itself, they have been supported for the purpose of maintaining the status quo. At least, this has been the point of emphasis in formal schooling. Much may be said for such an emphasis even in a changing order, but it is obvious that merely maintaining the status quo will not solve the problems of life in a changing world. That which is good should be maintained. But what is the standard by which to judge whether it is good? Too much has been held good merely because of its having existed. In a dynamic concept of life, such as now seems to be demanded by the concrete facts of living, only that which functions toward a reconstruction of living to higher levels can be considered good. There is no value in the past *per se*.

To escape mere fortuitous change, the fact that life needs continually to be reconstructed should be established as a point of view and a working pro-

gram in the life of every individual. That this may be done in a way consistent with the general welfare of all requires that it be done through some agency responsible to the whole of society as nearly as can be.

Adjusting Old Habits to New Needs

The fifth implication is that if change is occurring, obviously it must be occurring in some direction or directions. This means we need to understand trends. At least we need to be familiar with them in order more intelligently to shape our individual reactions.

For example, we need to consider the change from the old agrarian civilization to the industrial civilization that is now obviously well along the way. This trend has given new form to practically all of our social problems: production *versus* consumption, agriculture, taxation, prohibition, war, tolerance of free thought and free speech, home life, politics, crime, the constructive use of leisure time.

At present the whole world is agonizing in a situation that we refer to as an economic depression. After looking over the various causes of this depression given by experts, one is impressed with the groping of the human intellect to understand it all. One feature, however, does stand out as peculiar to this present depression: We know it is not with us because of any failure in productive techniques. Crops have been bountiful and the output of our factories has been tremendous. Grain bins and factory warehouses have been bulging. In the twenty years from 1899 to 1919 the production per wage earner in our country increased 11 per cent; in the ten years from 1919 to 1929, the production per worker increased 53 per cent.¹

All of the facts about this situation indicate that the major part of our trouble is due to the fact that we have brought into this new situation an urge that was appropriate to the agrarian civilization but which does not work out so successfully in the new world unless balanced by certain other developments. In the old agrarian civilization the whole struggle of humanity was to produce enough worldly goods to live on. Distribution was not a problem. There was always more demand for the little that could be produced within the immediate area in which it was produced than could be satisfied. The area of production and distribution was practically limited to the individual household in the pure agrarian civilization. The household that could produce enough on which to live had met most of its problem. It did not have to worry about distribution.

¹Scheler, Michael B., Technological Unemployment, *Annals of the American Academy of Political and Social Science*, March, 1931.

Now we drag into this new industrial era the old urge to produce the things needed to meet the physical needs and comforts of life; and we have come to possess, as a means to satisfy the urge, marvelous improvements in techniques of production. Leading engineers tell us that techniques are available by which the whole human race could be smothered with a plethora of comforts and luxuries if they were to be turned loose for full operation.¹ The golden age of which man has always dreamed seems to be physically possible. But we have not sufficiently adjusted our habits of thinking to the needs of the new situation to be able to work this out.

The Challenge of the Schools

Our genius has been centered upon the production of economic goods to the exclusion, relatively speaking, of attention to the problem of how to get the goods consumed. This has been the trend in our economic life. If we can redirect the genius that has achieved such wonderful results at one point so that a proper share of it is applied to the problem of distribution, may not results equally wonderful be expected in this field? Only this one illustration of the need for studying trends as a basis for reconstruction is cited. Far-reaching adjustments have to be made in the other fields already referred to—agriculture, taxation, home life, politics. A vast need for interpretation in the light of new facts exists in every phase of modern life. Let us study trends in order both to adjust ourselves to them and to redirect and reshape them, even to the end of initiating trends.

This may sound as if economics were all. Such a conclusion is not intended. Nevertheless, economics is basic to the finer life. There is something parasitical about the person who would enjoy the finer things without first doing his part in shaping the economic foundation upon which they rest.

In all of this situation of change, education has been continually referred to by leaders in all fields as the way of attacking the new problems. Crime provides a vivid example. No theory of how to deal with it could be carried out except as education makes it possible. As the method of attacking this and similar problems, education has been spoken of in the broad sense. We must think of anything that educates as education. We must not limit our concept of education to that which occurs in formal schools as they now exist. We must think of the whole program of education; and society must continually consider a better coordination and direction of this program.

All of this suggests a greater emphasis upon education than the world has yet seen, regardless

of what we professional school people may think about it. And it is an emphasis upon education as the social process in a dynamic world, as life in the making, both individual and social. This makes education something vital, something dynamic, something real.

If our schools meet the challenge offered by these five implications of a changing civilization, the program of education will go ahead. An economic depression will merely accentuate the past neglect of education and the future value of it. Never was so much responsibility centered upon the school, upon the teacher; and they are responding. Schools have made considerable adaptation to the new order. Teachers are vastly better prepared for their work than they were even ten years ago. Their responsibilities have grown in proportion. They are now charged in large measure with determining what people are to be as well as what they are to know. What group in society has responded any better to its responsibilities in this new order than have the school teachers of the country? They will continue so to respond and so to improve their service.

It is in this spirit that the school people will meet their share of responsibility in this era of depression, an era characterized by unusual want, privation and suffering on the part of humanity, yet one that contains a corresponding hope and stimulus for constructive social reconstruction as we go ahead. Out of all of the potentialities contained in our new civilization, let us be confident that with sincere effort on the part of humanity in general the loftiest civilization yet dreamed of will be realized. Can we teach well enough to be a vital factor in this? The answer to this question will be our measure.

For the Nurse Who Is Serving the Rural Schools

"Rural School Nursing," published by the American Red Cross, Washington, D. C., has been prepared chiefly with a view to the needs of the nurse who is working single-handed in rural communities.

A pamphlet on rural school nursing was first published in 1921. In 1925, it was revised. The present revision incorporates certain material not contained in the 1925 issues—material that the nurses have found uniformly helpful. The whole scheme of school health supervision from the administrative point of view has been forcibly presented. Especial emphasis has been placed on the joint and separate responsibilities of the teacher and the school nurse for the health of the rural child.

¹Beard, Charles A., *Toward Civilization*.

Why the Principal Should Be a Friendly Leader

How he arbitrates between pupil and teacher, how he handles maladjusted cases, how he guides his group, will depend largely upon his own personality which should project friendliness

By RUSSELL V. BURKHARD, Principal, Frank A. Day Junior High School, Newtonville, Mass.

IT IS difficult to prescribe a type of leadership that will fit all situations. One situation may call forth a purely physical leader response, another will demand an intellectual directing, while others will represent combinations of the two.

If we grant that leadership involves the group and a worthy objective as we interpret right and wrong, morality and immorality, then we can say in broad terms that that leadership is good which is founded on a sound social and ethical philosophy.

What Is Leadership?

In considering leadership as it relates to the principal or headmaster, let us consider a few definitions:

1. Bingham says, "Leadership is the organization of the activities of a group for the achievement of a common purpose." He believes that leadership is a group of qualities that are subject to improvement through systematic training, and that the way to discover leadership is to give opportunity for it.

2. Miller says, "Leadership is the scientific leading of men. Morale is the scientific handling of men." He regards both as inseparable, calling the former the conductor, and the latter the dynamo.

3. Suzallo says, "... alternately leadership is based on what men can contribute." Here the group idea figured prominently with little difference between leaders and followers.

4. Follett terms leadership a "co-directorship."

These representative ideas seem to be entirely harmonious with the fundamental desires of mankind and should be theoretically sound in their application to general school administration. Teacher councils, teacher committee participation, teacher representation in N. E. A. proceedings, these and many more activities of a similar nature

are the modern expressions of cooperation in school supervision so noticeable in the foregoing leadership concepts.

In line with the psychology of leading, I venture to remark that friendliness plays a heavy part in the vast field of human relations. And by friendliness I mean that type of behavior which stimulates a mutual respect for personality. Friendliness softens the grinding of human conflict. It may be said to lubricate the machinery of human behavior. Learning to be friendly does not necessarily imply that we reduce our points of conflict. It does mean that we acquire a technique in respecting other personalities, and since we are today so highly socialized, so interdependent, it seems highly desirable.

If one enters a group in a friendly spirit but with ideas that conflict radically with those of his neighbor that very conflict can easily prove to be an asset. Because of it there is promoted an exchange of ideas, and finally there evolves what Follett calls "a group idea." This resultant is bigger than the individual contributions.

Stimulating the Right Responses

Friendliness might well be woven solidly into the whole structure of leadership. Friendliness takes into account the value of emotionalized attitudes in human behavior. It knows well that favorable responses usually come when one has pleasant feelings. While the phrase, "One can catch more flies with molasses than with vinegar," has in it an element of drollery and perhaps sarcasm, there is implied as well some of "the milk of human kindness."

Friendliness in leadership minimizes the conflict in order giving and order taking situations. It is quite likely to hit upon some such solution as Follett suggests when she says, "De-personalize the giving of orders. Discover the law of the situation and obey that."

Friendliness is cooperative. It persuades rather than compels, and dovetails smoothly with the plans of the most of mankind. In fact, friendliness through leadership can readily pass beyond the ethical and into the religious. Such a type of behavior has potentialities for stimulating in man those responses that we term the right responses.

Among all of the fields of human endeavor, other than that of parenthood, the teacher has the greatest opportunity for leadership. Fortunate indeed is the youngster who is directed by a teaching personality whose background of general knowledge, whose vision, whose courage, whose patience and whose humor are permeated with genuine friendliness. Here is leadership that brings the child closer to self-guidance. There are innumerable times, however, when the teacher and pupil fail to coordinate. The more mature outlook of the former does not conform with the pupil's viewpoint. It is here that the administrator is faced with the complicated task of adjusting a many-sided situation. The group technique comes into play and the immediate radiation of friendliness to all concerned is likely to bring about a satisfactory solution.

Charles H. Judd, school of education, University of Chicago, in the ninth Year Book of the Department of Elementary School Principals says: "There will never be any clear definition of the principals' duties until principals become students of their own functions."

In the tremendous growth and change of curriculum which is occurring, there is an increasing demand for an authority to pass on the countless problems of pupil maladjustments. A well budgeted day will permit the principal to allot specific periods for such cases.

Prior to the opening of these conferences, the skillful leader will attempt to purge himself of all prejudices and resolve to do his utmost to cultivate and preserve an attitude of friendliness.

A Thought on the Storage of Janitor Supplies

Those institutions that buy their janitor supplies in bulk should give more than a passing thought to the storage of these supplies, according to *Buildings and Building Management*. They should be stored on shelves or in bins that will economically house the material and be accessible.

"Racks with wood or iron pins extended out from the wall should be erected for brooms, brushes, mop handles and similar materials," the article continues. "Liquid soap, disinfectants and other

liquids that are bought in barrel lots should be placed on trestles about fifteen inches from the floor, which will permit a bucket to be used in drawing off the liquid."

The monthly inventory is favored. This consists of taking stock on the first day of each month. In the first column of the inventory are the names of the items in stock; in the second column, the amount in stock at the time the inventory is taken; in the third column, the amount of material used the previous month; in the fourth column, the amount received during the previous month, and, in the fifth column, the amount that should be ordered at once.

This inventory is taken on the first day of each month by the head janitor. At the end of the year a sheet is made up with a column for each month, and a column at the extreme right for totals. Such a sheet is extremely valuable in that it reveals the consumption of each item for each month, and for the entire year. It serves also as an excellent buying guide.

What State Superintendents Think of the One-Room School

One-teacher schools, fast disappearing in the rural sections of the country and being supplanted by consolidated schools, not only have distinct advantages over some of the larger schools in developing initiative in the children, but because of isolated population will never be entirely abandoned, state commissioners and superintendents of education declared at their recent meeting in Washington, D. C.

Supt. M. L. Duggan of Georgia said that the problem before state educators who cannot abandon them is now how to improve them. He urged enlargement of the buildings to include floor and basement space for domestic science and home economics, art, music, libraries and other activities which could be supervised by the older and reliable pupils by rotation under the direction of the teacher.

He pointed out that one-teacher schools should be institutions of beauty and centers for the social life of the areas in which they are located.

Supt. S. M. N. Marrs of Texas said in western Texas one-teacher schools are being increased by the breaking up of large ranches into farms, while in eastern Texas they are fast being supplanted by the consolidated school. He pointed to the advantage of the smaller children sitting in the same class with the larger ones in higher grades and hearing their recitations, a practice which, he added, was highly beneficial.



A Health Education Program in a Town of 8,000

Towns of a similar size may find in the experience of Galion, Ohio, a spur to their own efforts to improve the physical condition of their pupils

By J. F. BEMILLER, M.A., Superintendent of Schools, Galion, Ohio

FOR a city of less than 8,000 population and enrolling approximately 1,550 pupils in its schools, Galion, Ohio, is proud of its program of health education. This article is written in the hope that it may be of interest or help to those who have charge of similar schools.

The Galion City Schools are organized on the 6-3-3 plan with grades ten, eleven and twelve in the one senior high school; grades seven, eight and nine in the one junior high school, and the first six grades distributed among four elementary buildings. The staff consists of three persons—the director of the department and the varsity boys' coach, the girls' physical education director and the supervisor of health education and visiting teacher, who is a qualified health nurse.

The director of the department has general supervision of the entire health program, teaches the classes of boys in grades seven to twelve and coaches varsity athletics; the woman in charge of the girls teaches their classes and directs playground activities in the four elementary buildings, while the supervisor of health education has charge of the instruction in health in grades one to six, inclusive, assists in the check up of physical defects in the high school groups and visits homes to investigate absences due to illness or to contagion.

The entire health program, beginning with the preschool child and ending with the twelfth year, has for its purpose ensuring the most effective and the happiest life for each child during his school attendance. If this is to be accomplished, the child

must be present at school regularly, he must be free from pain or other discomforts, he must be happy, and he must have a feeling of confidence and success. Thus the health department becomes a service department to attain these ends.

In the senior high school, the work is graded and presented to groups according to years. Each group has three one-hour periods each week, one regular classroom and two activity periods either in the gymnasium or on the playground. The junior high groups have two activity periods each week, but health instruction is given by the regular classroom teacher in courses of elementary science.

In grades one to six there is specific instruction in health each week and the daily observation of health habits and activities. In these grades much attention is given to detecting and correcting physical defects. To this end the pupils are inspected by the supervisor of health education each six-week period. Of the 857 pupils enrolled in the first six grades, 212 were found to be free from physical defects. The other 645 pupils were found to have a total of 1,184 defects of which 210 were corrected during the year. The defects were distributed as follows: eyes, 19; teeth, 675; throat, 266; breathing, 215; posture, 9.

Giving the Pupils an Incentive

Weighing and measuring are depended on to motivate the observation of better health habits. Devices and posters are made and placed in the schoolroom. In the honor zone are placed the names of those who are above but not more than 20 per cent above normal weight; in the safety zone are those who are below but not more than

10 per cent below normal weight; in the overweight zone are those who are more than 20 per cent above normal weight, and in the danger zone are those who are 10 per cent or more below normal weight. A color scheme is used to designate the zone in which a child is. Blue represents pupils in the honor zone; white, those in the safety zone; red, those in the danger zone, and gray, those in the overweight zone.

How the Program Has Succeeded

Blue ribbons were awarded to all pupils who were free from remedial defects, who were in the normal weight zone and who were faithful in their practice of the proper health habits. Two hundred and twelve such ribbons were awarded at the May Day exercises. This was three times the number awarded two years previously, the first year such awards were given.

In the senior high school, among 155 boys, 239 defects were found of which ninety-seven were corrected during the year. Ninety-eight of 225 defects among 183 junior high boys were corrected. The accomplishments among the high school girls were similar to those of the boys.

The relative weight of boys and girls is considered an important index of health. Weighing, which occurs monthly, is an event anticipated with unusual interest. Health habits are practiced, foods are studied and eaten and physiologic functions are studied to the end that weight may be maintained, gained or lost depending upon the relation of the actual weight to the normal weight as indicated by the scales.

When the present health program was started in October, 1928, 20 per cent of the pupils were



The May Queen and her maids look on as the pupils participate in a combined May Day and Health Day program.



The year's health program in the Galion schools culminated in the May Day celebration, to which the junior high school boys contributed a series of interesting mimetic exercises.

underweight and in October, 1930, 15 per cent were underweight. During each school year, the underweights are reduced still further. In December, 1930, 10 per cent were underweight while in May, 1931, only 7 per cent were underweight.

The health and physical education program of the entire year culminated in a combined Health Day and May Day on May fifteenth. The entire school cooperated to make the day enjoyable and

successful. The Parent-Teacher Association made the costumes for the children and served refreshments. Track events for both boys and girls began at nine o'clock in the forenoon and were interspersed in the program during the day. At one o'clock in the afternoon there was a grand entrance of the entire school headed by the high school band with all groups in their respective uniforms and costumes. At the end of the pro-

cession was the May Queen group. The program during the afternoon consisted of the crowning of the May Queen, May Pole exercises, singing games by the grade pupils, mimetic exercises by the junior high boys, and a health pageant.

A successful program of health instruction can be made possible only through the cooperation of every department of a school system. Each classroom teacher must train and direct her group, the music department must give life and rhythm to the expression on all occasions and the principals and supervisors must work out every detail. Last of all but of the utmost importance, the parents must be cooperative, for it is in the home that actual healthful living must function if the instruction received at school is to be made effective.

The Radio as a Challenge to Voice Deficiencies

A "woeful" lack of voice culture in this country is challenged by the development of the radio and by the advent of sound pictures, William John Cooper, United States commissioner of education, stated recently. Educators, he said, obviously must give serious attention to the much neglected art of public speaking.

Women especially are guilty of indifference to such training, Commissioner Cooper declared. Their indifference, he added, often is audibly perceptible over the radio.

He continued: "It is not oratory of the old kind that is needed now, but capacity to manipulate the voice, to modulate the tones and to speak with an enunciation clear and delightful to hear.

"Unfortunately the schools themselves are not exemplars in setting up this ideal effectively. School teachers generally considered are devoid of speaking capacity. Their classroom voice and mannerisms have been described as 'awful' and 'terrible,' and this in a very real sense is true. Instead of assuming a 'schoolmarm manner,' which provokes resentment, they should acquire a voice that is well modulated, attractive and free from artificialities, impediments and peculiarities objectionable to the ear.

"Teacher training institutions, with a few rare exceptions, do not require courses in public speaking. Yet this is a major part of the teacher's job. Here is one of her great opportunities to inspire. Many teachers talk too loud—they fairly shout, thus wear themselves out and distract their listeners. Others talk too fast, run their words together without careful articulation, while still

others talk so low that they can be heard only with greatest difficulty.

"College professors fall under the same indictment. In an age when degrees occupy such an important place in proclaiming academic wisdom, pedagogy should not neglect the very channel through which knowledge is imparted.

"In the moving pictures, women's voices are being improved. However, much has to be done before they shall have attained the high standards drama should require. Talking in the microphone itself requires a special technique and this should be taken into account.

"Aside from the importance of speaking itself, a practice of the art is accompanied by equally engaging qualities. For example, one acquires poise and grace of manner. Self-consciousness is eliminated and confidence developed. Ability to speak means foresight and quickness of perception. Every speaker must anticipate, if he be talking impromptu, where he is heading. He must visualize what is before him and interest his audience at every point or he will fail to gain their attention and sympathy."

Two Closed Iowa Banks to Repay Pupils' Savings

School savings accounts in two closed Iowa City banks will be paid in full, under an order which has been signed by Judge Harold D. Evans, of the eighth judicial district of Iowa. Application was brought by L. A. Andrew, state superintendent of banks. The order authorizes Ben S. Summerwill, examiner in charge, to proceed with the payment of the individual accounts.

Mr. Summerwill stated his belief that this is the first time action of this character has been taken in Iowa or any other state. He commended the procedure as designed to instill faith in banking institutions and in thrift. Payment will be made, the examiner said, to 2,613 school children and in an amount of \$17,498.58.

Judge Evans, in commenting on the order, said: "The move will do much to bring confidence in our banking institutions, and I heartily commend Mr. Summerwill and the attorneys for the receivership for working out the proposal." No objections to the application were made.

The application pointed out that as a matter of public policy for the benefit of the children, and to train and encourage children in thrift and saving, and for the avoidance of litigation and to save expense to the receivership, the school savings should be paid in full.

The All-Year School—Its Origin and Development

Developing from the first vacation school in 1866, the year-round school is at present meeting so many educational needs that it is believed that it is here to stay

By ELIAS N. LANE, The Brown Street School, Milwaukee

THE all-year school idea has not been a sudden development. As early as 1840 city systems had school practically all the year. New York City had 49 weeks of school; Chicago, 48; Cleveland, 43. Brooklyn, Baltimore and Cincinnati had 11 months; Buffalo, 12 months; Detroit, 259 days, and Boston, Philadelphia and Washington had school almost as long.¹ There were few vacations and few holidays. The figures indicate that the schools were in almost constant session as far back as 1840.

Each year was divided into four terms.² The daily sessions ranged from five and a half hours to seven hours. The average length of the daily programs seems to have been six and one-third hours. These figures are for city schools. The same situation at the same time is not true of the rural schools. They had long vacations and short terms in the spring and fall.

When the American schools were established the population was chiefly rural. Roads were relatively unimproved and consequently it was difficult for the children to get to school during inclement weather. Then, too, the services of the children were needed for hoeing and harvesting. They were kept at home to learn the "practical arts" of life. It was this need that gave rise to the division of the school year into two parts, determined by the period when work on the farm was slack, in the spring and in the fall.

Shortening the Urban School Year

After 1840 there was a decided movement to shorten the urban school year. Reals² cites the case of Cincinnati as typical of the movements that took place in the various cities at that time. The Cincinnati schools were established in 1830. With the exception of five weeks' vacation and of Saturdays, Sundays, May Day and Thanksgiving Day the schools were operated the entire year. The sessions were seven hours long in summer

and six hours long during the winter. The following data show the development of this movement: 1840—vacation periods extended from June 19 to July 20.

1849—vacations were extended to five weeks.

1853—schools closed June 30; opened the third Monday in August; school day also shortened.

1860—another week added to vacation; extended to fourth Monday of August.

1867—vacation prolonged to first Monday in September.

1887—sessions were reduced to five and a half

TABLE I—REDUCTION IN THE CITY SCHOOL YEAR

City	1841 Term	1915 Term
New York	49 weeks	193 days
Chicago	48 weeks	193 days
Philadelphia	251½ days	195 days
Brooklyn, N. Y.	11 months	193 days
Boston	244 days	183 days
Baltimore	11 months	190½ days
Cincinnati	11 months	192 days
Cleveland	43 weeks	192 days
Buffalo, N. Y.	12 months	190 days
Washington, D. C.	238 days	178 days
Detroit	259 days	191 days

hours and two additional holidays were included: Washington's Birthday and Memorial Day.

1910—schools were open approximately 200 days.

1915—schools were open about 192 days.

Reals says the movement was typical. Table I shows the school year for eleven cities as it was in 1841 and in 1915.

While the urban schools were reducing their terms the rural schools were increasing theirs.

Mann³ obtained a report from 997 superintendents. He found that the average school year is thirty-seven weeks, that "the average length of time that schools are in session annually increases as the population group increases, the mean for

rural schools being 34.7 weeks as compared with the 39.1 weeks for the cities having a population over 100,000." Table II⁴ shows the length of the school year in cities classed according to population.

As the school year decreased another problem arose: "What was to be done with the increasing number of idle children?" Social problems developed that had been unknown previously. It was discovered that children on the city streets were potential candidates for the hospital or the jail. Studies have revealed that there are definite periods of juvenile crime.⁵ It has been found that children's police records start when schools close

TABLE II—LENGTH OF SCHOOL YEAR
IN VARIOUS CITIES

<i>Population</i>	<i>Cases</i>	<i>Median Weeks</i>
100,000 and over	32	40.1
30,000-100,000	62	39.4
10,000- 30,000	98	38.6
5,000- 10,000	72	38.4
2,500- 5,000	89	37.5
Less than 2,500	46	36.7
All cases	399	38.5

and that the holiday periods bring about an increase in juvenile crime.

Summer vacation schools were attempted as a solution. For the most part they were initiated by private social workers to counteract the bad environment of congested areas and to keep the children off the streets. The following data show the development of the first known vacation schools:

1866—The first vacation school was started as a private undertaking at the First Church in Boston. Others soon followed.

1871—A volunteer committee started a school in Providence, R. I.

1894—The New York Association for the Improvement of the Poor obtained four public schools in which were established vacation schools. (The board of education took over these schools in 1897 and in addition opened six others.)

1896—Chicago followed suit under the auspices of the Civic Federation. The board of education was later induced to contribute toward the support of the project.

1898—Buffalo public school teachers raised a fund, established schools and offered to teach them without pay.

1899—Twenty cities had summer schools. For the most part each had been independently started and then taken over by the board of education. (Newark, N. J., is an exception. This city established a public vacation school in 1885.)

When the boards took over the vacation schools, their nature changed. Under professional direction the schools evolved from vacation schools into summer schools where the work offered was an approximation to that of the regular year. New purposes were introduced: to enable backward children to make up their deficiency; to help normal children advance, and to keep others busy. In 1916 there were summer elementary schools in 211 cities. The terms lasted from six to twelve weeks, the average session being six weeks.

The First Summer High Schools

Summer high schools were also established. The first one opened in 1897 in Washington, D. C. Cleveland followed in 1900 and two years later Indianapolis opened a summer high school. Since that time the movement has gained great momentum. The two distinct purposes of a summer high school are, first, to allow exceptionally bright pupils to make special progress, and, second, to create an opportunity for pupils to make up work in which they have failed. The summer high school term varies between four and twelve weeks.

It is only one step from the summer school to the all-year school. It is really a move to systematize and offer work during the summer that is on a par with that of the regular school year. The average summer elementary school and likewise the average summer high school are in session only about six weeks. The conclusion is apt to be that the shorter term produces inferior results. O'Brien's study⁶, which is not exactly a parallel case, proves or rather indicates that such a conclusion is erroneous.

However, many superintendents admit that summer school work is not equal to that of the regular school term. Frequently sessions are held for only half a day. In the elementary school, drawing, manual training, formal instruction in music and physical training are often omitted from the program. The lengthening of the summer term provides for a closer articulation of the work and easily evolves into an all-year school. Newark, N. J., is generally credited with the establishment of the all-year school. Reals,² however, states that Bluffton, Ind., opened the first elementary all-year school in 1904. Bluffton had four terms of three months each. The pupils were allowed to attend any three terms in the year.

All-year schools have been established in the following places: Albuquerque, N. M.; Aliquippa, Pa.; Ardmore, Okla.; Bayonne, N. J.; Bluffton, Ind.; Eveleth, Minn.; Gary, Ind.; Mason City, Iowa; Minot, S. D.; Nashville, Tenn.; Newark, N. J.; Omaha, Neb. (high school); Tulsa, Okla.

The all-year movement is not confined to ele-

mentary and high schools. The United States Military Academy at West Point, N. Y., and the Naval Academy at Annapolis, Md., have always been all-year schools. In general the four-quarter system is conceded to have been inaugurated at the University of Chicago at its opening in 1892. Leland Stanford University, Massachusetts Agricultural College, Amherst, Mass., and Cornell University incorporated it in 1918. At that time the four-quarter system became a general "war measure" when 400 colleges and universities accepted contracts with the War Department. In 1918, two-thirds of the collegiate institutions in the United States were on the three-term plan. In 1919 the division was nearly equal.

There appear to be two rather definite plans for the all-year school with many variations of each and combinations of both. The practice at Mason City, Iowa, and that at Newark, N. J., seem to be basic and typical.

Mason City discontinued its use of the plan after it had tried the scheme for five years. The school year was divided into four quarters of twelve weeks each. The work for each quarter was necessary for the promotion from one grade to the next; this applied to the children of the wealthy as well as to poor children. A program different from that used in the summer was used in the winter. The forenoon session in summer began at eight o'clock and continued until noon. Regular academic subjects and supervised play were provided at that time. In the afternoon there were supervised play, field sports, folk games, nature excursions, geography excursions, gardening, manual training, household and applied arts, hikes and picnics.

The All-Year Plan in Newark

Newark now has fifteen schools on the all-year basis. This includes eight elementary schools, a junior high school, a senior high school and five schools with special classes. There are forty-eight weeks of classroom activity, divided into four terms of twelve weeks each. The city has two kinds of all-year school—the regular and the alternating. The regular type, which was started in 1912, has a school day of five and a quarter hours. Manual training is given one double period a week; sewing, one; cooking, one; drawing, one, and music ten to twelve minutes a day. Science receives scant attention because of the lack of time. Four classes a year are graduated and hence reorganizations are necessary yearly.

The alternating type, a later development (1915), has a school day six hours long. The pupils are divided into two groups, X and Y. This is done in order to provide for the alternation of

facilities. Manual training, printing, sewing, cooking, drawing, music and science are included in the work. Gymnasiums, playgrounds, auditoriums, gardens and cobbling shops are available and are used. Science is "successfully taught" as a special activity. The manual subjects are given a double period each day in cycles of twelve weeks. The course of study in the alternating school is far more complete than that of the regular.

Suiting the School to Its Purposes

Differences in courses of study in all-year schools are usually traceable to the purpose for which they were established. Mason City's purpose was "to promote the completest and richest development of the youth whatever the season of the year or the hour of the day."⁷ Newark proposes "to keep the children off the streets and to give them interesting and profitable occupation."⁸

Aliquippa, Pa., began use of the all-year plan in 1928 in order to avoid the construction of a new building; to utilize further the school plant, and to provide the children with an educational opportunity at all times. Four elementary schools and a high school are on the all-year basis. The year is divided into four quarters, which begin near the middle of each season. There is one week of vacation in July and three other weeks distributed throughout the year—at Easter, Memorial Day, Fourth of July, Labor Day, Thanksgiving and Christmas.

Amarillo, Tex., has divided its forty-eight weeks into three parts. The plan was made necessary by the low tax rate of Texas. Pupils are given free tuition two of the three terms. The idea is to have two-thirds of the children and two-thirds of the teachers in school at all times.⁹

Nashville, Tenn., went on the all-year basis to combat the indifferent attitude of the parents. The superintendent is quoted as saying, "The child is out of school more than seven times the time that he is in school. If the home will not or does not use the time for giving the child real training, then the school must perforce assume the whole training of the child and use this spare time."¹⁰

The Omaha High School, Omaha, Neb., adopted the plan in 1926. It has proved "very satisfactory." The year is forty-eight weeks long and is divided into four terms of twelve weeks each. There are four graduations and reorganizations yearly.

Some of the reasons for the establishment of the all-year school have already been indicated. The following statements summarize the list:¹¹

1. All-year school assures a greater use of the school plant.
2. All-year school conserves the child's time.

3. All-year school conditions are better than those of the child's environment.

4. All-year school is more efficient than the traditional school.

5. All-year school assures the taxpayer an adequate return on his investment.

6. All-year school raises professional standards and takes teaching out of the "seasonal labor" class.

The objections are not as readily listed as the advantages. They are more detailed and more difficult to classify, but it is believed that the three major headings listed here are adequate.

1. All-year school is injurious to the physical health of both the teacher and the child; it is likewise detrimental to the mental health;¹¹ it destroys initiative; it lowers the level of teaching. An answer to this objection, however, will be found in the survey of the all-year schools of Newark, N. J., authorized by the board of education, made by M. V. O'Shea and W. Farrand, which showed that the physical and mental health of pupils in the all-year schools was improved by the all-year program and that the health of teachers was not injured.

2. All-year school increases the problem of finance, of school organization and of coordinating the parents' vacation with that of the child.

3. All-year school is not feasible because of the mobility of the population and because it does not accelerate the mass of the pupils.

There is a conflict in some places between the stated advantages and disadvantages. In each case the assertion is debatable; one can find expert opinion or evidence for both the opponent and the proponent. What, then, can be said? The all-year school is a natural development. It has come from the early vacation school and has a definite place in urban life. The present all-year schools are still in an early experimental state. However, the advantages seem to outweigh the disadvantages and while the movement is slow and difficult to launch, it is thought that the all-year school will become as common in urban centers as the two-semester plan is now.

References

- ¹Hebb, B. Y., All-Year Schools Have Many Advantages, *School Life*, May 9, 1923, p. 198.
²Reals, W. H., Summer High School, *Columbia University Contributions to Education*, No. 337.
³How Schools Use Their Time, *Columbia University Contributions to Education*, No. 333.
⁴Ibid., p. 139.
⁵Study of Manhattan, Bowling Green and West Coast Cities.
⁶O'Brien, Conditional Value of a Longer School Year, *Jour. of Ed.*, Feb., 1926, pp. 104 & ff.
⁷Palmer, F. E., Economy of Time—A Twelve Months' School Divided Into Four Quarters, *Jour. of the National Ed. Ass'n*, 1918, p. 641.
⁸Corson, D. B., Is It Feasible to Divide the School Year Into Four Terms of Twelve Weeks Each? *Proceedings of the Educational Congress*, 1919, p. 584.
⁹All-Year School, *Elementary School Journal*, Sept., 1920, p. 10.
¹⁰Hebb, B. Y., Longer School Term, *American School Board Journal*, Oct., 1927, p. 134.
¹¹O'Shea, M. V., and Farrand, W., *The All-Year Schools of Newark*, N. J.

Retiring Editor Says That Education Overstresses Physical Things

In spite of strides made in American education during the last half century the whole system now shows a dangerous drift to overspecialization and an overemphasis of the purely physical in life, Dr. Henry Ridgely Evans, assistant editor, Office of Education, stated recently as he retired from forty-four years of continuous service with the national educational agency. Broad scholarship, well balanced judgment and an appreciation of the spiritual forces of the universe are being neglected he asserted.

Invention, discovery and technical mastery of the nation through the development of commerce and industry have projected a utilitarian practicality in American education, which in spite of its importance to an essentially practical people, has narrowed scholarship and stereotyped personality, it was stated. Doctor Evans, in his retrospect, continued:

"The establishment of schools of education and the development of professional educators, valuable as these innovations during the past twenty-five years have been, tend to overemphasize technique, introduce vague generalizations and a peculiar terminology at times baffling, and may result in a rigorous and inflexible caste.

Federal Education Department Needed

"A department of education, because of the dignity of education and the need for consolidation of all Federal educational activities for the concentration of research and the elimination of duplicity and waste, in all probability is inevitable. Such a department, however, should function in a purely research capacity and have a secretary in the President's cabinet.

"Education in the United States is essentially a local problem. Objections to a department of education are constantly raised through a fear that this state function may be usurped by the Government. So long as the Government confines itself to research, a cooperative service, and guidance when desirable, there need be no fear of educational domination from Washington.

"Grants in aid by the Government to states for education also cause a fear that through a department there will result a control over local education and the imposition of uniformity throughout the country. However, since education is recognized as a local function, there need be no greater fear from Federal domination in a department than through the present scattered systems employed."

Milwaukee School Head Is Chosen Superintendents' Leader

WITH no appreciable slump in attendance, although no official figures are as yet available, the Department of Superintendence, National Education Association, held what was its most successful convention from many standpoints in Washington, D. C., February 20 to 25. The meeting was fraught with interest from the beginning to end and all subjects on the program were discussed with more fervor and listened to with more interest this year than in previous years.

Milton C. Potter, superintendent of schools, Milwaukee, was elected president of the group for the coming year.

While the convention theme was given as "Education, our guide, and our safeguard, and one of the chief sources of our spiritual life, our cultural growth and our material power," it was in reality used only as a basis for the intensive study given to the reduction of school costs, this reduction being guided in such a way as not to interfere with educational benefits as outlined in the convention theme.

Economics a Much Discussed Topic

School economics might well have been the keynote, for this topic came in for more comment both on the floor and from the audience than any other. For instance, Tuesday's general session was called, "The Present Crisis and Public Education," and below the title was this quotation from President Hoover: "Education is our biggest business. It is our only indispensable business."

In keeping with this theme and the general trend of the program, a national network broadcast was given on Wednesday afternoon on this same subject. At this time, John A. McNamara, executive editor, *The NATION'S SCHOOLS* interviewed five members of the Committee on School Costs in a half hour program. The members of the committee interviewed were Supt. David E. Weglein, Baltimore; Supt. Frank W. Ballou, Washington; Dr. George D. Strayer, Columbia University; Supt. G. Carl Alverson, Syracuse; Dr. W. G. Carr, research director, National Education Association, and Edward B. Passano, business representative on the committee. All of the speakers were intro-

duced by Norman R. Crozier, superintendent of schools, Dallas, Tex.

The meeting was held in Washington, D. C., in honor of the Washington Bicentennial which is being celebrated in all parts of the world, centering around the national Capitol and the home of George Washington at Mt. Vernon. On Saturday afternoon patriotic pilgrimages were made to the Washington Monument where Supt. Edwin C. Broome,



Milton C. Potter, superintendent of schools, Milwaukee, the new president of the Department of Superintendence.

Philadelphia, president, Department of Superintendence, placed a wreath at the base of the pillar. Following this the party moved on to the Lincoln Memorial where George C. Bush, superintendent of schools, South Pasadena, Calif., placed a wreath. Then the pilgrimage journeyed to the tomb of the Unknown Soldier, and Norman R. Crozier, superintendent of schools, Dallas, Tex., honored the dead militia by placing a wreath there.



Dr. W. G. Carr, research director of the N. E. A.

Old Christ Church, Alexandria, Va., was the scene of religious services on Sunday afternoon at which time Supt. Herbert S. Weet, Rochester, N. Y., was the speaker. At Constitution Hall a vesper service was held at which President Broome presided. Following the invocation, music and congregational singing, an address was given by Dr. Rufus B. von KleinSmid, president, University of Southern California.

Many Noted Educators on Program

The general program this year was divided much in the fashion of previous years. General sessions were held in the morning and the afternoons were broken into group discussion meetings in various parts of the city. The afternoon sessions were graded as to size of community, ranging from cities with populations of more than 200,000 down to towns of less than 5,000, and two extra groups—one comprised of city assistant and district superintendents and the other of county superintendents. Because of the multitude of papers and discussions presented it is impossible within the short space available in this issue to present all of them or even a small portion. However, herewith are presented abstracts from speeches as reported to the publications division of the National Education Association.

Charles H. Judd, dean, school of education, University of Chicago: "When all the peoples of the

earth are beginning to realize that a free universal education is the only sure guaranty of civilization, shall we falter and withdraw from an educational program which has been one of the characteristic features of our democracy? There can be but one answer to that question. We are gathered here today to counsel together for the better organization of American education, and our counseling shall not be in vain.

"The present emergency has done much to teach the American people that all their institutions are interrelated. There has been some disposition in times past to think of schools as detached institutions. Leaders in commercial, industrial and political life have seldom considered it important for



Mrs. John K. Norton, associate director of research, National Education Association.

them to spend time and energy in improving schools. School people have too often looked upon business and politics as subjects entirely outside the circle of their interests. The economic crisis has made us all aware in a new and vivid way that schools are a part of the general social order and that the curricula of schools and their methods of dealing with pupils are largely determined by the conditions of life outside the schools."

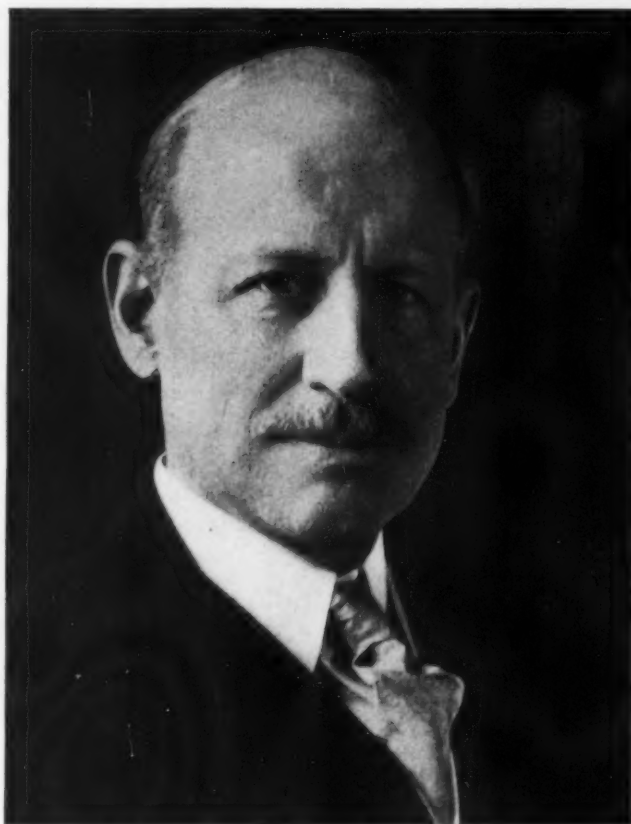
Frank N. Freeman, school of education, University of Chicago: "Every educator who is alive to his problems must feel the challenge of the present day situation. He must recognize that difficulties

into which our modern economic, political and social life have fallen present to the schools a task which it cannot evade."

C. B. Glenn, superintendent of schools, Birmingham, Ala.: "The Year Book attempts to set up the basic psychological principles underlying the development of character and to discuss these as applied in school procedure."

The School and Character Training

"Apparently there is no correlation between teachers and pupils in their knowledge of right and wrong. This fact suggests that the rôle of the school in the realm of character education is far weaker than those who work in these institutions



*Frank P. Graves, state commissioner of education,
New York State.*

are accustomed to think. Is not this a challenge to make the school a more powerful agency for character training?"

Mrs. John K. Norton, associate director of research, National Education Association, Washington, D. C.: "Character education as described in the 1932 Year Book is not a program to be 'put over' but an outcome—an outcome of our philosophy of education, our school organization, administration and supervision, our selection of curricula, our methods of teaching, our skill in living with and guiding children, our ability to quicken and guide the growth of boys and girls.



Willis A. Sutton, superintendent of schools, Atlanta, Ga.

Character education is looked upon as an outcome of right living. It is, therefore, as broad as life."

Dr. George D. Strayer, professor of education, Teachers College, Columbia University: "There is need in the United States today for an aroused public opinion in support of education. Those who believe that the battle for free public schools was won by the middle of the last century are living in a fool's paradise. . . .

"There is danger that we may not be able to maintain the gains which have been made, much less develop the still more effective service which the present social and economic situation demands. Everywhere there is an attack upon public education expressed primarily in terms of retrenchment in the support of schools. It is seriously proposed that we cannot afford the program of education already established. There seems to be little appreciation of the fact that the need of the hour is for a richer education to be provided for an increasing percentage of the total population. The better we know the work that is being done in our schools, the more certainly we are willing to acknowledge the necessity for further development of our school system."

Edwin C. Broome, president, Department of Superintendence, and superintendent of schools, Philadelphia: "All sensible educators realize that in this time of national distress the public schools must bear their proportionate share in any pro-

gram of economic retrenchment. But the education of the children must not be the first point of attack, nor should the schools bear the major sacrifice. Former Governor of New York, Alfred E. Smith, eloquently and forcefully emphasized this thought in the following words: 'A state can afford to lose time on the construction of a road, a bridge or a building and, by speeding up construction at a later time, possibly catch up, but education must be continuous. Time lost in preparing our children to take their places in the world cannot be made up. There are only certain years in which the great majority of them can attend school and during that period it is the solemn duty of every state



Dr. A. E. Winship, editor, Journal of Education.

to provide a full and comprehensive education.'"

David E. Weglein, superintendent of schools, Baltimore: "School expenditures constitute one of the largest, and in some localities, the greatest single division of governmental expenses. On account of the large amount of money involved in the cost of school systems, there develops a tendency to use the school system as the place for greatest retrenchment because of the possibility of reducing school budgets by large amounts. Here lies a source of danger to educational opportunity and educational efficiency. Curtailment in the amounts to be expended for school purposes is an action to be taken only after the most careful study by those who are professionally qualified to pass

judgment upon matters of such vital importance to the community. Hasty and ill-considered reductions in school budgets may do harm to the education of children which can never be overcome."

David Snedden, Teachers College, Columbia University: "For the first time in history we have splendid prospects for scientifically based rather than custom based curricula for our schools. Scores of colleges are experimenting with highly modernized innovations. Many cities are strenuously reorganizing their courses. But, perhaps, of most importance in scores if not hundreds of universities and other teacher training institutions, much research into sources, conditions and possibilities of better, more functional educations is being pushed ahead.

"The social sciences, through surveys, researches and other means, are also contributing vast resources of scientific materials which will presently serve to guide educators in discovering the best school offerings through civilization. American families are rapidly diminishing in size. It is a safe inference that parents' ambitions for their children are proportionately increasing."

Henry Suzzallo, president, Carnegie Foundation for the Advancement of Teaching, New York City: "Our past makes us praiseful and appreciative, and our present critical and somewhat unsure. Yet it is only out of a past projected through the present to a future, only partially predictable, that we can discover accurately the burden which America once more places upon its schools. What then is to be the educational program for the bearing of tomorrow's burden?"

Democracy and Education

Frank P. Graves, state commissioner of education, New York State: "We are thoroughly convinced not only that education is essential to the endurance of democratic society but that even the prosperity of a democracy is indissolubly connected with the efficiency of our public schools, since the degree to which they provide for the development of skills, information and character traits in pupils largely determines the wealth, culture and influence of our country. Since democracy is the realization of a social ideal and a mode of living, being as much concerned with social, economic, religious and cultural relationships as with political, the schools are extending their curricula to include all important attitudes, generalizations and appreciations and a full understanding of life's institutions and problems as well as the conventional skills and facts."

Lois A. Meredith, visiting teacher, New Jersey Normal School, Newark, N. J.: "The individual child is ceasing to be the chief responsibility of

any special worker. Mental hygiene programs are being considered not so much in terms of a few maladjusted, but in terms of whole school programs. There is evidence of more critical evaluation of results, consideration of overlapping efforts, the development of types of service best adapted to their own particular needs, and above all, the emergence of the teacher—equipped with an understanding of children as well as of subject matter—as a vital factor in prevention.”

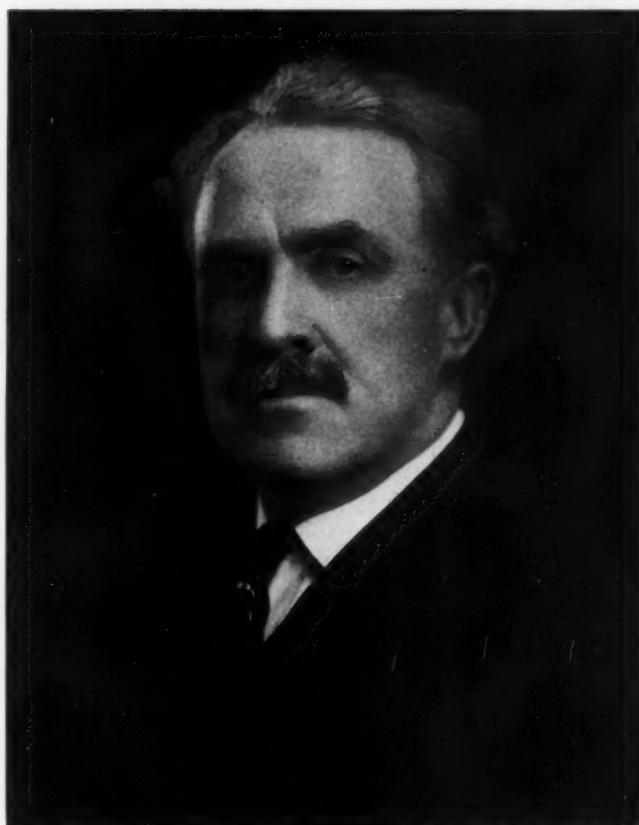
J. M. Gwinn, superintendent of schools, San Francisco: “Modern business has pointed the way for the schools in publicity. The news bureau of a modern business institution aids both the institution and the press. A school news bureau should be established and function both as a reservoir and as a clearing house for news from the whole system and especially from the board of education and the superintendent’s office. The news bureau should discover the news stories and put them in form for the reporters and should maintain cordial relations between school and press. The news bureau often can assist the reporters through providing photographs or in assisting the press to secure illustrations for news stories.”

Lay and Professional Leadership

Frank W. Ballou, superintendent of schools, Washington, D. C.: “It is a far cry from the days in our colonial period when a lay representative of the community visited the one-room community school to observe the instruction being carried on and frequently to question the pupils, to the complicated school system to be found today in our representative American cities. While lay control still continues in the establishment of educational policies the professional opinion of educators largely determines courses of study, textbooks to be used, methods of instruction to be followed, and all other important phases of the educational program. Lay control determines what the educational program shall be, but professional, educational opinion largely determines how the educational program shall be carried out.”

John O. Chewning, superintendent of schools, Evansville, Ind.: “Just as the emphasis has changed in the field of physical medicine from the cure of disease to prevention of disease, and now to establishing a super-health, where the individual will be able to get the most possible out of life, just so the same development has been taking place in the field of mental health, where now the great emphasis is on preventing mental illnesses and on establishing in every individual a feeling of super-mental health whereby the individual will be able to function fully in life and to get the most out of living his life.”

W. C. Reavis, professor of education, University of Chicago: “The self-recognized needs of teachers for supervision should point the way of the principals to the development of constructive programs of supervision. The first task of the principal is to discover through systematic visitation whether the needs of his teachers are actually those which they have recognized. Second, he must develop criteria for use in supervision that the teachers will understand and duly appreciate. Third, he must provide for systematic conference with his teachers both individually and in departmental groups as a means of specific training. Fourth, he must seek to provide incentives that will enlist the



William J. Bogan, superintendent of schools, Chicago.

interests of the teachers in the professional improvements sought through supervision.”

Garry Cleveland Myers, Cleveland College, Western Reserve University: “The hope of the school to serve in a big way in character education is to inspire the home to recognize that the most influential teachers of the child are his parents whether they become aware of it or not, and to be ready to lend every possible assistance in helping make available to parents opportunities for undertaking to improve themselves in parenthood.”

Agness Boysen, principal, Lyndale School, Minneapolis: “Character training is teaching children to think correctly. It is not a series of devices or organizations, or posters or mottoes. It is instill-

ing fundamental truths through continuous experiences. In fact, it is just allowing the child to live naturally, teaching him to think for himself, not to accept false standards and to gain his own conception of right and wrong."

Much praise was given this year to the program presented by the American Educational Research Association which held its meeting simultaneously with that of the Department of Superintendence. This association has for its members professors of education, research directors in state departments and researchers in public school systems generally. Following are excerpts from papers given at this meeting.

Arthur I. Gates, Columbia University: "Leaders in education agree that the most conspicuous defect in the work of the schools is the failure adequately to prepare persons to participate abundantly in the social, economic, civic, religious, artistic and literary life of the time. The cause of this deficiency is not primarily ignorance, disinclination or incompetence of teachers, but the magnitude of the burden of teaching the conventional subjects—reading, writing, spelling, arithmetic and composition. The teaching of these subjects takes so much time and energy that little is left for accomplishing the broader purposes of education. The remedy is not to minimize or neglect the instrumental skills, as some theorists really imply, but rather to effect improvements in instruction which will produce an optimum degree of skill in a fraction of the time now required. Recent research suggests that this result is entirely possible."

Problems of Immediate Importance

Paul R. Mort, Teachers College, Columbia University: "Problems that seem to be of immediate importance are: (1) the investigations of retrenchment steps now being taken which promise to be real economies rather than sacrifices in educational opportunities; (2) an investigation of the nature and returns on various levels of expenditures; (3) the development of standards for the reorganization of rural taxing and administrative units; (4) the gathering of facts which will be helpful to legislatures in the developing of more adequate state aid systems."

Earl W. Anderson, Ohio State University: "In 1931, there was an oversupply of qualified teachers in virtually every major field of teaching. This oversupply was brought about by the following causes: (1) reduction in public school and college personnel due to decreased budgets; (2) a return into teaching of many former college graduates who had lost their positions in industry, commerce or other nonteaching occupations; (3) a rapid increase in the number of recent college graduates

who qualified for teaching, due to lack of opportunity in their chosen lines; (4) no substantial reduction in the output of teacher training institutions; (5) a decrease in teacher turnover due to lack of opportunity in other lines, and to the temporary relative advantage of teaching over other occupations."

Fred C. Ayer, University of Texas: "The results of experimental research, while generally somewhat favorable toward ability grouping, by no means offer conclusive evidence of its unqualified success. On the contrary several lines of evidence have stimulated the opponents of ability grouping to vigorous, and even severe criticism of its results. They claim that ability grouping is undemocratic, that it is costly, that it produces inferiority and superiority complexes, that teachers object to slow groups, that no group is really homogeneous, and that, in general, ability grouping produces poorer results."

The Task of School Planning

Chester F. Miller, superintendent of schools, Saginaw, Mich.: "The planning of school buildings has become a highly technical task requiring the combined knowledge and skill of educators, architects and building specialists. Certain cities have saved thousands of dollars by a predetermined program developed to fit the children and the community instead of a forced program to fit the children into a building ornately constructed. One community saved a half a million dollars on one building by submitting plans for educational appraisal. Administrators need a more adequate knowledge of the tax problem. Over-reliance on the property tax, escape of intangible property from taxation, failure to levy equally on wealth, inequity in support due to restrictions and the concentration of wealth in new centers are all problems to which school administrators must give their experience and best efforts."

George C. Kyte, University of California: "In the personal attributes best observed when the teachers are at work, the majority of problem teachers fall markedly below the average scores. They are unstable in poise, blunt or boorish in tact, questionable in emotional stability, unsatisfactory in initiative, and very weak in leadership. In professional attributes, these teachers in the main are unprogressive, careless and inaccurate. In both loyalty and cooperation, almost 60 per cent fall below a passable standard. In social attributes, they are mediocre as illustrated by such data as 'over 30 per cent of the problem teachers are uninterested in or hostile toward their students' and 'one-third of the group are either disagreeable or antagonistic toward other teachers.'"

Sound Financing—The Corner Stone of the Lunchroom's Success

Records should be complete but simple enough to be easily interpreted; such records present a constant picture of whether or not the lunchroom is being efficiently managed

By HOWARD L. BRIGGS, Director of Vocational Education, and CONSTANCE C. HART, Supervisor of Lunchrooms, Board of Education, Cleveland

IN 1880, Rutherford B. Hayes stated that "The only road, the sure road, to unquestioned credit and a sound financial condition is the exact and punctual fulfillment of every pecuniary obligation."

A sound plan of financing is essential to successful school lunchroom administration. Money must be accounted for and records must be available that will indicate at all times the exact standing of the business relative to profit and loss, and the actual disbursements made from money received over any given period.

School lunchroom systems of the country are

far from identical in their financing and record keeping procedures. Originally the Cleveland Board of Education lent to the lunchroom department a fund which was to be paid back from lunchroom earnings; \$30,000 was the fixed maximum. As the business grew, the magnitude of the transactions was such that a larger surplus was necessary, so that the fund now equals \$60,000, all of which has been collected in margins of mills over actual costs of service. To keep the fund within given limits the procedure has been to readjust the prices of food.

Lunchroom funds vary with the community.



With this counter arrangement one or two lines may be operated and one or two checkers or one or two cashiers employed, thus providing for varying loads in this cafeteria.

SUB-COUNTER REPORT

Wm. Dean Howells		School	Feb. 8th 1918			
Indicate below number of servings taken from kitchen	Total for Day	ARTICLE	Amount Returned	Amount Sold	Selling Price	TOTAL
	150	Apples				
		Bananas				
		Cake - Forbes 2 for 1¢	0	150	.05	.75
		Candy			.01	
		Candy			.01	
		Candy			.01	
		Candy 2 for			.01	
	150	Corn	.02	.60	.01	.68
		Cookies Vita Bran				
		Cookies			.01	
		Cookies 2 for			.01	
		Cookies 3 for			.01	
		Crackers 3 for			.01	
		Desserts			.01	
		Fruit Juices			.01	
	110	Milk (1/2 Pint)	0	110	.02	2.20
	90	Milk (1/4 Pint-Chocolate)	0	90	.03	2.70
		Ice Cream			.01	
		Nuts-Peanuts (bags)			.01	
		Almonds and Peanuts (bags)			.01	
		Pie (double crust)			.01	
		Pie (single crust)			.01	
	120	Crackers (bags)	41	79	.02	1.58
	50	Butter (bags)	9	41	.02	.92
	54	Butter (bags)	29	25	.02	.50
		Butter			.01	
		Butter			.01	
	20	Sandwiches (hot)	3	27	.05	1.35
		Sandwiches (cold)				
Total						10.58
TOTAL CASH 10.51						
Discrepancies .07 Over Under						
(Signed) Mary D. Hart Manager						

There is no maximum or minimum for St. Louis, Wichita, Pittsburgh or Columbus. Springfield operates on a municipal budget. Birmingham states it does not aim to accumulate any surplus. Boston is limited to \$5,000. Grand Rapids sets its maximum at \$8,000. Louisville sets up a sufficient surplus each year to buy the following year's staple supplies. Toledo uses its surplus for feeding poor children. New Orleans limits its fund to \$8,000, plus accrued interest over the period. Baltimore sets up a sufficient amount to cover replacements. In Los Angeles individual schools may carry up to a maximum of \$2,000 with no central lunchroom fund.

The lunchroom account in Cleveland is handled in a manner similar to other board of education accounts, by the clerk-treasurer. All interest on the lunchroom surplus is added to the fund. Quoting from the Cleveland Board of Education Administrative Code we find the following: "Liabilities incurred in the operation of school lunchrooms shall be vouchered for payment by the division of lunchrooms and shall be audited and paid by the clerk-treasurer, who shall draw and sign or cause to be drawn and signed by a properly authorized person in his behalf, the necessary checks upon the lunchroom fund."

In St. Louis the supply commissioner draws the vouchers. In Columbus the cafeteria managers issue all checks which are signed by the clerk-treasurer. In Springfield the city treasurer issues checks after the bills have been certified by the chief clerk of the school department and the city auditor. In Pittsburgh the lunchroom bookkeeper issues all checks against the lunchroom fund,

which are in turn audited by the controller. In Boston the financing is handled by the Women's Industrial Union office. In Grand Rapids the cafeteria manager issues checks directly to firms each week, although equipment costs are drawn upon cafeteria accounts by the board of education.

In Louisville the secretary-treasurer of the board of education signs the checks issued by the lunchroom department. In New Orleans the checks are issued against the lunchroom account by the lunchroom department bookkeeper and signed by the supervisor. In Wichita the treasurer of the board of education is also treasurer of the cafeteria fund, and issues checks at the request of the cafeteria department. In Los Angeles the school treasurer of each individual school issues checks in payment of lunchroom bills. In Philadelphia at the end of a semester a small cash balance is retained to aid in making cash payments for food and other supplies necessary for the beginning of the new semester. If the cash balance is in excess of the requirements it is absorbed through larger portions or lower prices.

It will be of interest at this point to follow the money received at the cafeteria counter, from the time that the sale is made to the pupil, up to its final distribution for the purchase of lunchroom supplies and services. Let us consider first the process of checking and cashing. The systems for collecting payment vary with the different cities. In Cleveland a checker operates a cash register which issues a slip indicating the total sales price of the food on the tray. The pupil passes to the next station where a cashier accepts a payment

DAILY CASH RECORD

KART HIGH		School		Week Ending Dec. 10th				(19) 18	
Customer Receipt	Cash Counter Reading		Total Daily Register Receipt	Cash Register Receipts	Discrepancies		Sub- Counter Receipts	Total Cash Receipts	CASH DEPOSITED
	A. M.	P. M.			Over	Under			
No. 1									
No. 2									
No. 3									
No. 4	734	907.45	755.44	77.99	77.99	.01	5.66	83.64	83.64
No. 1									
No. 2									
No. 3									
No. 4	594	755.44	840.01	74.57	74.63	.06	13.47	86.10	86.10
No. 1									
No. 2									
No. 3									
No. 4	679	840.01	916.58	76.57	76.58	.01	Carnival 83.09 2.70	169.27	162.37
No. 1									
No. 2									
No. 3									
No. 4	683	916.58	999.44	82.86	82.89	.03	3.66	86.55	86.55
No. 1									
No. 2									
No. 3									
No. 4	735	999.44	1081.30	81.86	81.87	.01	Farty 36.90 21.58	140.35	140.35

Weekly Totals

Customer Receipt	Cash Register Receipt	Cash Register Receipts	Discrepancies		Sub-Counter Receipts	Total Cash Receipts	CASH DEPOSITED
			Over	Under			
5,623	\$393.85	393.95	.11	.01	167.06	561.01	561.01

Fill out in duplicate weekly.
File one copy.
Forward one copy to Supervisor's Office.

(Signed) L. M. Fala
Manager

TOTALS FOR YEAR 1930-1931

<u>ACTUAL PER CENTAGES</u>		<u>IDEAL PER CENTAGES</u>	
Sales		100.00	100.00
Purchases	67.88	68.00	
Payroll	20.90	18.00	
Replacements	2.00	2.00	
Cleaning Supplies	.66	1.00	
Managers' Payroll	6.91	7.00	
Administrative Expense	1.81	4.00	100.00
Loss on Operation		.16	--
Interest Earned		.58	
Discount Earned		.57	
Net Profit for School Year 1930-1931		.99	

Summary attached to the annual report submitted to the board of education.

equal to the amount indicated on the check, the check being dropped into an opening in the counter. This makes it possible at the end of the day to check the cashier's cash receipts against the total cash register reading, thus ensuring that the money received has been accounted for.

Many cities follow the Cleveland plan, which is similar to that used by commercial cafeterias. These cities include Columbus, Birmingham, Springfield, Grand Rapids, Louisville, East Orange, Toledo, New Orleans, Wichita, Baltimore, Los Angeles and Denver. In Columbus an adding machine is used instead of a cash register. In East Orange a single operator checks and collects. In St. Louis tokens valued at five cents are sold by the cashier and the purchaser exchanges these for food. In Pittsburgh a similar plan is followed. In Boston checks are issued in denominations of five cents and one cent. Detroit and Philadelphia also use the token method. Philadelphia adds a three-cent piece by way of variation.

It is our opinion that the token is not as desirable as the direct handling of cash with an adequately protected registering device. Tokens sold to pupils may be carried for several days so that cash sales and tokens purchased will not balance from day to day. There is further the danger of counterfeiting, unless a complicated die for the making of the token is used, which is costly. If a metal coin is used, why not use real money, since the only real advantage of the tokens is the rapidity with which they may be handled over the counter, thus saving the making of change? A change-making cashier could be established in the lunchroom, whereby all larger coins could be exchanged for those of smaller denominations, so that direct purchase could be made with real money. Modern electrically driven cash registers, however, can be operated as quickly as pupils pass

down the cafeteria line. In Cleveland we handle from ten to sixteen a minute. Change-making machines are an added facility for speeding up the service. With both a checker and a cashier there is an absolute tally on all cash received.

In the Cleveland system cash register forms are provided which include a daily and weekly record of the cashier's receipts, cash register readings and daily bank deposits, all of which must balance, thus assuring accurate records of all money received. These are mailed to headquarters weekly. Furthermore, the cash register counters cannot be cleared until the end of the month, since they are controlled by keys which only the supervisor possesses. The supervisor sets back the counter readings of the cash register monthly, and takes the total reading.

Assuring an Absolute Check

Cash registers are now available which print a dated monthly total slip. This could be mailed to the headquarters office in place of the monthly clearing by the supervisor. This monthly total reading is checked against the total bank deposit slips, the total daily cash register receipts and the total daily cashier's statements, thus assuring an absolute check on all money received. Upon this same form space is provided for the number of customers served daily, discrepancies over and under, and for cold counter receipts. This latter space is essential in order to provide information relative to the exact amount of money that may be received from auxiliary cold counters, banquets, parties and clubs, or other sales apart from that of the cafeteria line. Whenever possible it is essential that all sales be rung in on the cash register. Every deviation from this procedure provides an opportunity for careless checking. Cold counter receipts are checked through counting units placed

NATHAN HALE JUNIOR HIGH SCHOOL

	MONTH			YEAR TO DATE	
	%	\$	\$	\$	\$
SALES			\$ 2,126.89		\$ 3,874.46
COST OF SALES					
Inventory—Beginning of Period		352.60			
Purchases		1,398.56			
		1,751.16			
Less—Inventory End of Period		275.65			
	69.37		1,475.51		2,634.59
OPERATING EXPENSES			651.38		1,239.87
Pay Roll	18.56	394.81		715.19	
Replacements	2.00	42.54		77.49	
Cleaning Supplies	.44	9.28		17.39	
Managers Pay Roll	7.81	166.05		290.58	
			612.68		1,100.65
OPERATING PROFIT—LOSS			38.70		139.22
Administrative Expense	1.41		29.99		78.33
NET PROFIT—LOSS	.41		8.71		60.89

Statement submitted to the board of education monthly for each school.

on the counter before and after the day's business.

At the close of the day's business, the manager, in addition to the foregoing report, fills out four bank deposit slips—one for her own file, one for the bank and two for headquarters. She deposits the day's receipts at a branch bank to the Cleveland Board of Education general lunchroom account which is carried by the main bank. She forwards two receipted statements to headquarters, one for the lunchroom bookkeeper and one for the clerk-treasurer. The bank forwards daily statements to headquarters covering all lunchroom account transactions.

How the Banking Is Handled

On bank holidays and half holidays the money is collected from the school by an express company and taken to the bank. A receipt is issued to the manager by this company. The manager compares the signature of the man collecting the money with the facsimile furnished by the express company. The delivery of the money to the bank is insured by the company. This type of service is not expensive, and is utilized by a number of chain stores. It might be desirable to utilize this service exclusively, rather than have the lunch-

room cashiers attempt to take their day's collection to the bank personally. In some cases they are escorted by a policeman.

In St. Louis money is sometimes deposited with the secretary-treasurer at the main office. Columbus, Grand Rapids and Wichita follow the Cleveland procedure. In Springfield the bank collects the money from the school. In Birmingham the principal specifies the bank in which the money is to be deposited by the manager. In Pittsburgh the money is deposited in branch banks and is withdrawn weekly for deposit to the main account in one bank. In Louisville the money is sealed in canvas bags and collected daily for counting at headquarters. In Toledo receipts are turned over daily to the school treasury for daily deposit in a branch bank. At the end of the week a check is forwarded to the clerk of the board of education.

In New Orleans deposits are made to the lunchroom account in specified banks daily by the manager. Where no banks are in the vicinity or where receipts are too heavy to be carried safely by the manager, they are collected by the lunchroom department trucks and deposited by chauffeurs, who are bonded both as individuals and as messengers. Baltimore has a safe in each lunchroom, and car-

ries insurance against burglaries and holdups. Twice weekly the funds are collected in armored trucks by a detective agency.

The bookkeeping set-up is an essential element of lunchroom management and administration, since records serve as compass and chart for the piloting of the business.

Important Bookkeeping Records

Let us consider some of the fundamental records maintained by the bookkeeper. One of the most important is the sales account. It is made up of all the money collected from the sale of food, including the money taken in at the school for lunches, the money paid in to the lunchroom account by the home economics division of the board of education for food purchased from the lunchroom by that department and the money paid by the board of education to the lunchroom account for the sale of food to indigent children. The latter are recommended by the attendance department, which investigates the home conditions and issues an identification card, which entitles them to a fifteen-cent special lunch. There is in addi-

tion a record kept of the money paid to the lunchroom department by the board of education for the feeding of crippled children, deaf children and those who are suspected of being tuberculous.

The food sold to the home economics department is recorded on a requisition made out by the home economics teacher. The lunchroom manager, after filling the required orders, sends a record signed by both the lunchroom and the home economics teacher to the central office covering the entire transaction. The costs of these items are figured at the central lunchroom office from the current price list, and 1½ per cent is added for the cost of handling. At the end of each month a direct payment requisition is made out for the amount which each school has purchased, and forwarded to the clerk-treasurer's office where a check is issued for the amount indicated to the lunchroom department.

In the case of indigent lunches, the cashier at the time of sale enters upon a special school aid report the amount of the child's lunch. These are totaled at the end of the week and forwarded to the attendance department of the board of educa-

	Cleveland & St. Louis	Wichita	New Orleans	Toledo	Pittsburgh	Birmingham	Columbus	Baltimore	Philadelphia	Louisville
FOOD	68	68	72	61	60		73	57.94	69	62
PAYROLL	18		18	36			19	20.36		36 (This includes all employees)
REPLACEMENTS	2	Board of Education	2		2		1	1.10	2 (This includes repairs)	.005
CLEANING SUPPLIES	1	1	2				1			.005
MANAGER'S SALARY	7							7.38		
ADMINISTRATIVE EXPENSE	4		5 (This includes trucking)					2.52	4	.01
PAYROLL AND SUPERVISION		30 (approximately)			35					
GENERAL EXPENSE AND EQUIPMENT			1	.015	2		3 (This includes gas, electricity, acct.'s salary, laundry)			
GAS				.007						
PROFIT					1					
DEPRECIATION AND REPAIRS							2 1			
PAYROLL & MANAGEMENT									25	
RESERVE FUND								9.36		

Summary of percentage distributions of several cities operating lunchroom systems.

tion, where the names on the lists are checked back, in order to ensure that only approved cases are reimbursed. Records are then forwarded to the lunchroom department. At the end of the month a requisition is made up for payment in the same manner indicated for the home economics reimbursements, and the clerk-treasurer forwards the checks payable to the lunchroom account. Accounts for crippled, tuberculous and deaf children are handled in the same way.

Each school is credited on the final report for the entire receipts due that particular school for food sold, including not only regular sales but any of the foregoing reimbursed items.

The total purchases for any given school are determined by adding the purchases made during the month to the inventory of goods on hand at the beginning of the period, less the inventory on hand at the end of the period. The lunchroom manager keeps her own inventory, and this is occasionally checked by the main office. The actual cash value of the inventory, however, is figured at the central lunchroom office on a basis of current prices. The manager checks all order slips against the delivery slips from the firms for quantity, quality, brand and price. After signing both slips she forwards them to the central office at the end of each week. These are then checked against the invoices and statements sent in at the end of each month by the firms making the deliveries. These statements are then vouchered for payment by the lunchroom bookkeeper, and each school is charged with the actual cost of the goods delivered to that particular school.

Salaries Paid From Lunchroom Returns

Before the checks are issued in payment to the various firms, the vouchers and invoices are audited by both the clerk-treasurer and the state auditor. The checks are then forwarded to the lunchroom department for mailing to the individual firms with a duplicate copy of the voucher. The voucher issued by the lunchroom department covers the entire transaction of each individual firm with all of the schools where deliveries have been made according to the amount delivered in each case. This voucher also indicates to a particular firm the sales made to each individual school.

A separate account is maintained which covers the purchase and the replacement of small equipment and the summer expenses of the office when no receipts are coming in from the schools in the field. Two per cent is charged against the sales of each school to cover these items. Cleaning supplies are maintained on a separate account, and this account is handled in the same way as the

food purchases. One per cent is subtracted for this purpose.

As the efficiency of the business has increased, Cleveland has taken on additional burdens in the form of paying full-time salaries of all employees from lunchroom returns. The managers' and the supervisors' salaries were formerly charged against the home economics budget. Later it took over the replacement of small equipment, and recently agreed to pay for the purchase of the original small equipment in new buildings.

Reports Cover All Transactions

A petty cash fund is available for each school for the purchase of emergency items and for cash register change. Whenever a purchase is made from the petty cash fund, a purchase slip is filled out and signed by both the manager and merchant, and is forwarded to the central office at the end of each week. At the end of each month each lunchroom is reimbursed for the amount of money spent from the petty cash account. These purchases are charged against each school's purchase account. This process automatically keeps the account balanced each month.

A pay roll for kitchen help is also maintained, and is figured on an hourly basis. The manager forwards semimonthly pay roll reports to the central office. When an employee is appointed at the beginning of the year or whenever a new person is hired, a formal notice is forwarded to the central office, giving the name, the address, the telephone number, the date employed and the hourly rate. Although all employees are interviewed and recommended by the central office, the manager makes the final decision. When the pay rolls come to the central office they are checked for rate, for the number of hours and for extensions. Individual checks to the employees are issued by the pay roll department in the clerk-treasurer's office. The pay roll of each school is charged against its own account, by the lunchroom bookkeeper. The pay roll for the lunchroom managers is made up at the central office. Managers are appointed and employed as teachers, and are paid once a month. Each lunchroom is charged with the salary of its manager, which should average 7 per cent of its sales.

The administrative expense account includes the supervisor's salary, which is paid semimonthly, the office, postage, printing, office supplies and supervisor's mileage. The total deduction for these items is 4 per cent, which is prorated against all of the lunchrooms, so that each school pays its share in proportion to its business. Each lunchroom under the Cleveland plan must be self-supporting. Managers who are unable to accomplish this goal

are either released or shifted to a smaller school, where their duties are within their capacity.

An adequate record enables each school to maintain a constant picture of its exact situation, insofar as financing and efficient management are concerned. A monthly statement is submitted to the board of education covering all transactions, with an individual report for each school. A copy of the latter is forwarded to each school. The reports not only include a money distribution, but a percentage distribution, so that a comparison may be made of the efficiency in the operation of each individual school, with the median percentage distribution of all the schools for the same period, and with the ideal percentage distribution. The ideal percentages established for the Cleveland system, which are indicated on one of the accompanying reports, cover the ideal and the actual percentages maintained during the year 1930-31. In addition, an exhibit is included covering a survey of the percentage distribution of other systems.

A semester report and an annual report are also issued, covering all transactions of the lunchroom department, including statements of individual schools. Other studies are available, such as the percentages of pupils fed at hot counters *versus* those fed at cold counters; the total number of sales made by each individual school for the year as compared with the number of pupils in the school; the per capita purchase for junior, senior and special schools, showing seasonal fluctuation, and such other items as will make available data that will assist in the proper administration of existing schools and the equipping and the opening of new schools.

Facilitating Record Keeping

In Cleveland the state auditor and his assistant have offices in the board of education, and all bills for pay rolls and other expenses are audited by them. Bills are paid by the lunchroom department by the tenth of each month. This results in cash discounts in many cases. Discounts are entered in the books as a separate item, as is the interest upon our surplus. It will be noted in the report for 1930-31 that although the schools closed with a slight loss in operation, the total interest earned, plus the discount earned, resulted in a net profit for the school year of ninety-nine hundredths of one per cent. This it must be admitted is operating without profit or loss to a close degree. Another year the schools closed with a profit of forty-four hundredths of one per cent. When the books are closed at the end of the school year, interest, discount, profit and loss are transferred to the surplus account.

The process of record maintenance may be made more efficient through the use of adding machines, calculators, bookkeeping machines and the many devices now available for office use. Efficient administration must be always alert to the possibilities of new methods and procedures. Constant contact with commercial practice is most desirable, and no record form should be considered as "final." Records should not only be complete, but simple enough to be easily interpreted. Public service means public records, which in turn mean public criticism. Carefully kept records are the school's greatest protection in handling public funds.

Textbook and Library Methods of Teaching Contrasted

"The textbook method of instruction, which is the typical method in American schools, has the advantage of supplying classes with good materials even when the teacher is poorly prepared," says Charles H. Judd, professor of education, University of Chicago.

"On the other hand, textbooks tend to formalize teaching by limiting class exercises to a stereotyped form. Furthermore, textbooks, because of their highly condensed style and authoritative tone, discourage pupils from extensive reading and from efforts to gain ideas other than those in lessons.

"The limitations of the textbook method are so serious that there is a tendency to substitute the use of the library for the use of single textbooks. The library method of study has a broadening effect on both pupils and teachers. It stimulates the formation of independent views and acquaints pupils with ways of collecting information.

"The library method of teaching will be highly effective only when teachers learn to produce suitable reading materials for the use of their pupils. School systems have been satisfied up to this time to be distributors of ideas formulated by private agencies. School systems should encourage teachers to seek new information and organize it under reading material.

"A period of vigorous training will be necessary to prepare teachers for this new type of work. There will be opposition to the abandonment of the conventional textbook method because that method is easy and because it is entrenched and favored by vested interests. It is quite certain, however, that newer methods are appearing in spite of all the obstacles that stand in the way of preparation by teachers of materials for the use of pupils. The day of exclusive dependence on textbooks has passed."

A Unit Inventory System That Is Efficient and Economical

The method of keeping a permanent equipment record described in this article may be followed to advantage by large and small school systems alike

By A. P. MATTIER, Vice-Principal and Business Manager, Compton Union District Secondary Schools, Compton, Calif.

A UNIQUE and efficient method of keeping a complete permanent equipment record that may be used with the same desirable results in either a large or small school system was designed for use in the Compton Union District School System. The system includes five junior high schools of four buildings each and a high school and junior college plant which occupies eighteen buildings. Although the method has only recently been put into use, the school authorities are gratified with its efficiency and economy.

For the benefit of other schools that may be contemplating a change in their inventory systems, the various steps to be followed in the making of such a record are here outlined.

Each room in any school should be numbered. It is better that a room should be permanently identified by a number rather than by the subject that is taught within it, or by the purpose for which it is used.

Numbering the Rooms

The best method for numbering is to start at the left immediately inside the main entrance. Number the first room 1, the next, 2, and so on down to the left end of the corridor; cross the corridor and continue numerically on to the right end of the corridor; then cross the corridor and number back to a point opposite the starting point. If it is a multiple story building, consider the head of each stairway as a starting point for each floor. If there is more than one stairway, start at the one on the left. Always number from left to right in each building and on each floor. All rooms should be numbered numerically for each school, starting with 1 for the first floor, 200 for the second floor, 300 for the third floor, and so on. Offices adjoining classrooms and small storerooms should be numbered the same as the room that they serve and designated by a letter,

as 1-a, 1-b, 1-c; 2-a, 2-b, 2-c. All numbering should first be done on the blueprints from which the buildings were built; then the rooms should be numbered to correspond to the blueprints.

How the Floor Plans Are Used

The next step is to prepare a separate floor plan of each room. This is an excellent project for any high school mechanical drawing class. Our mechanical drawing classes completed this task for us in about two months of regular class work. Other work was also carried on during the same time. One tracing was made of each room and five prints were then made from each tracing. The five complete sets of individual floor plans were each placed in a separate loose leaf binder, thus making available five sets of plans for each of the six schools in the district.

These five binders for each school plant are used as follows: The principal of each school has one set which serves as his inventory of permanent equipment and gives the exact location of all such equipment in his school. One copy is posted in each room for the information of teachers and other employees. One copy is kept in the receiving room or district storeroom. The receiving clerk records each piece of permanent equipment on the proper floor plan as soon as it is delivered. One copy or binder is kept by the business manager. This method provides a ready reference to information concerning each room in the school system. The fifth copy is given to the person in direct charge of maintenance work.

The size of each sheet is 8½ by 11 inches, standard letter size.

One advantage of this unit inventory system is that it simplifies the task of taking the necessary annual inventory in that it reduces the job to that of checking the equipment in each room against the receiving room copy.

What the Future Holds for the Rural Teacher

By ARTHUR S. GIST, President, Humboldt State Teachers College, Arcata, Calif.

This department of rural education is conducted by Helen Heffernan, chief, division of rural education, state department of education for California, Sacramento.

THE training of the teacher for the future rural school should be as thorough, as adequate and as complete as that of the urban teacher. The rural teacher's work is a specialized social undertaking in which society demands efficient service. The problem of her adequate training begins with her selection before the preparation is undertaken. The rural teacher of the future will be carefully chosen from the high school by the teachers' college and the high school staff. Adequate means will be devised to test her various personal traits, such as her voice, her interest in children, her resourcefulness and initiative, her cooperation, poise, personal appearance and physical vigor.

Qualifications of the Future Teacher

Mental endowment will be accurately tested so that only those capable of doing liberal arts work on a four-year collegiate basis will be admitted for training. Any student with an intelligence quotient less than normal or a rating of less than fifty on the Thurstone Test is likely to have insurmountable difficulties in higher education. The emotional nature of the high school pupil will be tested also. The pupil who is easily disturbed by unusual situations, who has a tendency to despondency or who is unsocial or antisocial will be directed into some other vocation.

The environment of the prospective teacher will be carefully considered. The student with a rural background and strong beliefs in the possibilities of rural social service will be selected for thorough, broad and enriched training. Such a teacher will render a high quality of service to the community, the state, the pupils and herself. In other words, there will be a contented society and a contented teacher. All these tests will be so objective and so efficiently administered to the high school

seniors that potentialities can be accurately scaled. Educational and vocational guidance can be used scientifically.

The preparation of the carefully selected teacher will then begin. In 1931 the training requirement of teachers in progressive states was four years of liberal arts and professional work for the elementary field and five years for the secondary field. In the future the requirement in this country will be universal for all teachers, both rural and urban. The preparation will be cultural and academic in character for two or three years. This will enrich the background of the student to such an extent that as a teacher she will have something to contribute to the lives of her pupils beyond the mere rudiments of an education. The student training for the elementary field will have two years of this cultural, academic enrichment which will be followed by two years of combination academic and professional work. The student training for the secondary field will have her professional work during the fourth or fifth year.

The professional courses will be of a highly practical type functioning definitely in the student teaching. Theoretical courses in education which are not in harmony with sensible classroom practices will have no place in the training program. Classroom techniques will also conform to sound philosophic and scientific principles.

How Student Teaching Will Be Vitalized

Student teaching will be placed upon a practical, helpful basis. This experience will be typical of the teaching the students will do later when they assume their place as teachers. The student teaching will be done in the campus schools and in the field in typical rural schools with competent sympathetic teachers. These teachers will do everything possible to assist the training institutions in pre-

paring the students in the technique of instruction and in developing the right point of view as to teaching. During this period the students will observe good teaching under the guidance of members of the faculty who will prepare demonstration lessons to carry out some principles developed in the education courses. The students will not only observe good teaching, but these lessons will be significant and vital to them in their preparation. They will also participate in experimental studies being conducted in the classroom under the leadership of members of the faculty who conduct research studies in education, and in addition they will have considerable opportunity to plan lessons and to teach classes, classes as nearly typical of their future schools as possible.

Gauging the Length of Practice Teaching

The length of time this student teaching will continue will depend upon the students' ability to plan lessons and to develop teaching skill. Two hours a day for one semester is likely to be the minimum for all students. For those showing certain weaknesses two semesters of such experience are better and will be required. Some students will require more than two semesters of this work, and no student will be recommended for graduation and certification who does not demonstrate potential power, ability, acceptable attitude and character in her student teaching.

Many rural schools and those in remote districts will continue to be of the one-teacher type in which most of the elementary grades will be represented. The teacher will be thoroughly trained for such a situation. She will possess skill in the individualized method of instruction, using not only scientifically prepared work books but material prepared by herself. She will realize the value and limitation of this type of instruction, using the socialized method as completely as possible. Many teachers will find that approximately 50 per cent of the school day will be devoted to each method of instruction.

Rural Contacts and Certification

There is still another experience for many embryo teachers to meet during the student teaching period, that is, a rural contact that will acquaint her with all phases of rural life. She will thus become an expert on many phases of rural conditions and because of her sympathy and ability will be one of the most valuable educators in the country.

Certification will be well administered for the future rural teacher. No certificates will be issued upon examination, all being granted by the state department of education upon recommendation of

some institution. All training institutions will be under the rigid supervision of the state. There will be no permanent certificates issued upon graduation from an institution. The state department of education, upon recommendation of some accredited institution within the state, will issue a certificate for a probationary period. The permanence of this temporary certificate will depend upon successful teaching. The institution recommending the temporary certificate will have the responsibility of supervising the new teacher in the new position. The success of all new teachers will be a joint responsibility of the institution from which they graduate and of the local school administrators. New teachers will be given two years in which to qualify for a permanent certificate. One year of successful teaching certified by the local authorities and the institution will be the usual requirement. From 1920 to 1925 the training required of the teacher in the one-room rural school was but five years beyond the elementary school and that of the teacher in village schools but six years. The rural teacher of the future will be thoroughly trained, highly cultured, sympathetic and socially minded.

Choosing the Future Rural Teacher

Rural education will not be handicapped by the selection of teachers upon personal grounds, as the responsibility to teach is impersonal. Local pressure and influence, sympathy for the needy individual and political and religious beliefs will have no influence in the selection of teachers. As late as 1925 most school systems in cities of 25,000 and over employed 75 per cent of their elementary teachers and 45 per cent of their high school teachers from the local communities. In rural schools the percentages were much higher. In the future school administrators, such as the county and village superintendents, and the heads of teachers' colleges will act as expert advisers to the local trustees. Educational experts who are competent judges of efficient teachers and who are giving all of their time and thought to educational matters will nominate those who are technically qualified to teach. Local school trustees will select teachers from this list of nominees. Thus, ability to judge teaching efficiency will control the nominations, while personal qualifications necessary for a certain teaching position will often be left to the trustees.

In some places custom and confidence in the superintendents and in the placement bureaus of the teachers' colleges will delegate all nominations to those who are competent to analyze good teachers. In other places there will be legislative enactments to remove the nominations from the hands

of the officials. State departments of education and professional organizations will often assist superintendents in getting in touch with desirable teachers and in assisting unemployed teachers and those seeking changes or promotions. There will be no charge for this service, and private teachers' agencies will be discontinued.

The turnover in the rural teaching personnel will be no higher than in cities, as conditions discussed later in this article indicate as favorable a status for the rural as for the city teachers. In 1920 the average age of rural teachers was about twenty-three, while for urban teachers it was twenty-six. The rural teacher of the future will remain in her position fully as long as the urban teacher.

How Tenure Will Be Guaranteed

Tenure is another phase of the question of turnover. Politics and unethical methods of discharging teachers are responsible for the tenure laws in certain localities. Under such conditions the teacher and the children need protection. In theory, the efficient teacher does not need a tenure law and the inefficient teacher should not have it. In some places tenure has made it almost impossible to remove incompetent and unfit teachers. In other places, especially in rural and village schools, the school trustees have discharged all teachers at the end of two years' service rather than have them permanently. The trustees have admitted removing satisfactory teachers. With politics and incompetent selection of teachers abandoned, laws to protect the tenure of teachers are unnecessary. The rural teacher of the future will enjoy reasonable tenure because of careful selection, guidance and continued improvement in service for rural schools.

Providing for Professional Growth

This leads us to the next important question regarding the rural teacher of the future, her professional growth while in service. Effective plans of administration will be organized to conduct the rural schools efficiently. The small, one-teacher school district will be abandoned insofar as administration is concerned. Many one-teacher schools will still be in existence because of the vast areas that are sparsely populated. Such schools, however, will be a part of a larger school district for administrative reasons. The small district in most cases could not carry its own financial burdens, and relief was necessary.

Larger administrative units will eventually be in existence in all parts of the United States. Several types of units will be found. The consolidated school district will be one most commonly

found. It will take several forms. In rural places many schools as well as districts will be consolidated. When distances are not too great small schools will be abandoned and the children transported over good highways in modern carefully inspected school busses, driven by capable drivers. These drivers will be subject to periodic examination and constant supervision by the state highway patrols. In some districts containing several small villages grouped around a larger village, this larger town which is the logical social, political, economic and religious center, will have the rural high school and possibly the rural elementary schools of this entire rural community. These consolidations will result in better educational opportunities at less per capita cost.

In certain rural states where many of the small towns are not far apart and are connected by excellent highways, there will be some grouping of these villages for school purposes. The resources will be pooled and the overhead will be less, as there will be fewer and hence better superintendents, only one purchasing agent and larger taxation areas. This type of consolidation will be rather common in rural New York, New England, Florida and Southern California.

The Financial Factor

In rural sections where distances are greater and weather conditions hamper winter travel on the highways, the consolidation of rural schools will be more difficult. In such places we shall find one of two types of administrative units, the township or the county. Both provide larger taxation and administrative units. These larger units will provide better education at less cost even though many one-teacher schools continue.

In some cases an entire state will be a taxation unit for school purposes. Equalization of educational opportunities and taxation burdens will be in vogue in all rural places. Taxation will be more equally distributed and hence less of a burden to the small property owner. The bulk of the taxes will be raised by incomes—the inheritance and the sales taxes. All these administrative units and taxation problems will contribute to better rural education in the future.

Supervision will be more adequate, competent and helpful to the rural teacher than it has in the past. She will receive as expert assistance in solving her teaching problems as any urban teacher. The county superintendent will be the outstanding educator of the community. He will possess a bachelor's degree and an administrative credential of secondary school grade as a minimum. Many will have a master's degree and a few will have a doctor of education degree. None will be elected

to office, all being selected by a county board of education which functions for the entire county in many administrative matters. The board will be largely a lay board selected by the county board of supervisors or elected by the electors in the county. The members of this county board of education will be outstanding men and women of the county, outstanding in business, in the professions and in their interest in social affairs. The board will not be limited to the county in appointing a county superintendent but will select upon merit some noted educational administrator. Often the state teachers' colleges, the education departments of universities and the state department of education will be requested to suggest nominees for teaching positions.

Supervisors and Their Selection

The county superintendent will appoint his supervisors. He will select persons who are outstanding in education. While practical experience and desirable personal traits are essential, the county superintendent will also consider the type of institutional training his prospective supervisors have had. Is the training of recent date, modern and applicable to the task in the county? These supervisors will be both general and special. Modern supervision requires both. If special fields are desirable for the urban children, they are equally needed by the rural children.

Professional organizations will have the memberships of all the rural teachers. These organizations will be either for rural teachers only or will contain sections for them. Teachers' institutes and other professional meetings and the programs will be arranged entirely by teachers' organizations or jointly with the county superintendent's office staff. The meetings will be inspirational, entertaining and practical. There will still be a place for the inspirational speaker, but he will qualify effectively in this capacity. These meetings will also be of such quality that they will enrich the cultural interests of the teachers. The social desires of the teachers will be provided for in dances, receptions and other forms of social activities.

Making Teacher Growth Possible

The practical aspects of these meetings will consist of teaching demonstrations of new phases of the curriculum, new types of methods and practical procedures for drill. The teachers will be glad to attend all the meetings, as they participate in them and feel that each meeting has something for them.

The curriculum will be vital to local conditions. It will be a growing curriculum made by the

county superintendent's staff, the teachers and a representative of the teachers' college. In some states having rural school experts in the state department of education, advice and counsel will be secured there. Teacher participation in curriculum construction will constitute a valuable means of teacher growth.

Other means of providing teacher growth in service will be extension summer session work. This work will be of two kinds, general culture and academic, and professional. Teachers will be interested in some cultural pursuits throughout their entire lives, and higher institutions and local organizations will often provide splendid opportunities for carrying on these pursuits. Rural teachers of the future will participate and in many cases assume leadership in all local activities of a cultural nature. The professional courses taken by the teacher in service will keep her abreast of all new experiments and points of view in the educational field.

Still another means of teacher growth will be summer session instruction in the teachers' colleges. Many of the rural teachers of the future will be splendid demonstration teachers in model rural schools as well as capable instructors in education courses. Recognition of rural teachers as educational experts will be common in the future.

Single Salary Schedules Will Be the Rule

The status of the rural teacher of the future will be so satisfactory that she will be happy and contented in her work. Teachers will all be on single salary schedules, with no difference between the pay of high school and elementary teachers. Furthermore, there will be no difference between the salary of rural and urban teachers. The qualifications for certification will be the same, and society will recognize comparable burdens, responsibilities and service for both rural and urban teachers.

All teachers will be under state retirement regulations. Each state will administer teachers' annuity funds which will be as solvent as those of any insurance company. Most states will match dollar for dollar the teachers' annual premiums. Teachers withdrawing from the profession will draw out their own premiums at reasonable rates of interest. These state retirement funds will be so attractive that many teachers will accumulate with the state all their savings for annuity purposes.

The social status of the rural teacher of the future will be satisfactory. Because of her training, her cultural background, her service to the community and her participation in worthy local activities, she will enjoy a standing that will be

comparable to that enjoyed by those in any profession.

Thus, the social and financial status of the future rural teacher will be such that the profession will attract persons with talent, ability and integrity. This condition will secure the confidence of all people.

Rural education will be recognized as important. The 1930 census showed 36 per cent of the population living in rural and unincorporated towns of the United States. About one third of all the pupils attending elementary and secondary schools come from these sections. In the future this proportion is likely to remain constant as improved social, educational and economic conditions in rural America will tend to keep our present population on the land. Leadership in a highly socialized society rests upon adequate education. Education rests upon teachers of creative ability, keen vision, rich backgrounds of culture and training in broad human sympathies. The rural teacher of the future will measure up to all of these high standards demanded by an awakened intelligent people.

Volume on Child Psychology and Psychiatry Is Available

The views of psychologists and psychiatrists in reference to the conduct of children is misunderstood by many persons, the committee on psychology and psychiatry of the White House Conference on Child Health and Protection explains in a volume treating this subject, recently made public by the conference.

This volume is entitled "Psychology and Psychiatry," and is the tenth publication of the White House Conference.

The members of the committee are frankly of the opinion that adequate physical care of the child cannot be given without attention to any intellectual and emotional difficulties which may be present. Medical practitioners, if they cannot give intelligent advice upon the difficulties which threaten the orderly and satisfactory development of personalities in children, the report states, will be forced to accept a status which will deprive them of many opportunities to help their patients.

Doctors are not urged to attempt to become expert in the fields of psychology and psychiatry, but they are urged to acquire sufficient special knowledge to enable them to deal with problems involving the personality of the child. Psychology is defined broadly as a science dealing with mental processes and human behavior.

The major efforts of many psychologists who are studying children are devoted to the study of

aptitudes and disabilities which affect educational procedures. The authority of psychologists is greatest in decisions involving the intellectual capacity of the children studied and in problems relating to learning and the acquisition of both intellectual and motor skills.

The efforts of psychiatrists are directed toward the understanding of individuals in distress. The difficulties which psychiatrists have been called upon to face are largely those where emotional life is upset.

Introducing Progressive Methods to Rural School Teachers

In applying the psychology of learning as an active process two types of schools have evolved, the radical progressive school and the conservative progressive, according to Norma Smith, state supervisor of elementary education, Montgomery, Ala. The conservative progressive school is more practical in public school situations.

Data from a questionnaire sent out by Miss Smith show that the number of conservative progressive rural schools in California, New Mexico, West Virginia, Maryland and New Jersey exceeds 80 per cent. Only seven of the thirty-five states replying report no concerted effort to establish progressive procedures in rural schools. The means through which states are seeking to introduce the newer techniques and procedures to rural teachers are preservice training, guidance by well trained supervisors having the progressive point of view, group and general meetings, the course of study and leadership of the principal.

To guide children into the most meaningful life activities teachers should possess a broad cultural background, an understanding of child nature and a knowledge of the principles underlying instruction in the elementary school.

The procedure used by supervisors in introducing to teachers in service newer techniques and procedures may be summarized as follows: acquainting teachers with the underlying principles and philosophy; beginning with a few select teachers; providing for demonstration of procedures; making follow-up supervisory visits to individual teachers; holding group and general meetings for further discussion of principles and evaluation of procedures and results.

Unique plans for observation by teachers of progressive techniques and procedures are reported from California and Virginia, the first providing for state demonstration schools, the latter for small county rural schools operated on different days of the week.

Editorials

The Surplus Teacher Problem

HOW can we solve the problem of unemployed teachers? There are tens of thousands of them in the United States at this moment. They have all met the requirements for certification in their various states, counties and cities, but there are no places for them.

This is due partly to the fact that teaching has become a more desirable profession than it was a few decades ago, as a result of which more and more young men and women are preparing for teaching. The surplus is due also, in part, to the curtailment of the teaching staff in many communities so that there are not as many teachers employed this year as there were last year, even though the school population may have increased somewhat. The plan of economizing in educational expenditures by enlarging the size of classes is becoming increasingly popular with boards of education.

Reports are coming from all the progressive countries of the world to the effect that there are more teachers than can be employed in the various countries. The excess has become so great in Prussia that the state normal training schools will be closed for a period of three years in order that the teacher surplus may be absorbed. In other countries it is recognized that teacher unemployment is becoming a problem, but there seem to be no plans for handling it. We have no plan in our own country; the situation is likely to be more aggravated next year than it is this year because, so far as can be learned, no one in an official position proposes to close our teacher training institutions until the surplus of teachers can be taken up.

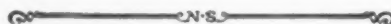
There is one way that the problem can be solved in the long run, but it will take a good while to do it. We can set the personal standards for entrance to the teaching profession so high that only a small proportion of any generation can meet the requirements. This is not an impossible, unreasonable or impractical method of preventing an excess of teachers. The medical schools are now following this plan, with the result that there are hardly doctors enough to meet the demand—there is an actual shortage of physicians for rural sections. A prediction that will doubtless come true is that the personal requirements for entrance into the profession of teaching will be made more

and more exacting until, in two or three decades, say, a considerable proportion of persons who now complete professional training will not be admitted to such training. When this day arrives we shall not be harassed as we are now with this problem of taking care of those who have complied with all requirements for teaching but for whom there are no positions available.

There is one way that we might proceed immediately to alleviate the distress among unemployed teachers. We could do in teaching what is being done in industry—we could shorten the hours of teachers but not shorten the school day for pupils. More teachers than are being provided for at present may then be employed. There can be no doubt whatever that we are going to follow in America the general policy of shortening the hours of workers in order that all who wish to work and who are prepared to do so may find employment. This may result in scaling down somewhat the wages of all workers, but probably a way will be found to distribute more evenly than is being done at present the benefits flowing from work of every sort.

No student of economics in present day American life can possibly doubt that we are on the eve of a reconstruction of our economic policies, to the end that a few may not gain huge benefits while the majority who actually produce the benefits share in them very meagerly. When the new order is actually put into effect it is probable that teachers will work fewer hours every day so that more teachers can be employed, and all teachers will receive a wage that will ensure comfortable living.

Let no reader say that this is a desirable but at the same time an idealistic scheme. Plans for putting this scheme into effect in industry are already completed and nothing can stop them. Once industry goes on to this program, teaching will follow inevitably.



Psychological Counselors for Public Schools

IT WOULD be impossible to overemphasize the importance of organizing and administering a school system so as to promote mental hygiene among pupils.

This work should not be confused with vocational counseling. During the past decade, we have been giving attention in the public schools to methods of advising pupils regarding the courses they should pursue in the schools with particular reference to their vocation after school days. Good results are already flowing from voca-

tional counseling. But a pupil might be well advised in respect to courses he should elect in school and college and the vocation for which he should make special preparation and still he might not receive any assistance in overcoming personality traits that would be a handicap to him, alike in his vocation and in his enjoyment of life.

One who has relations with older students cannot fail to appreciate the fact, for it is a fact, that one may grow up to maturity with certain twists of personality or emotional entanglements or social maladjustments, all of which will prove to be a disadvantage in any vocation, and, more serious still, will prevent the victim from getting the most out of life, no matter where he may be placed or what he may attempt to do.

Can teachers advise pupils in respect to emotional or temperamental trends which may prove to be a barrier to their success and their enjoyment of life? The typical teacher has been required to devote so much time and energy to academic and professional preparation for his profession that he cannot go far into the complicated problems of psychological counseling. He cannot be of much service to a pupil who is suffering from some mental state that limits his efficiency and that especially makes it impossible for him to adjust himself happily to his social environment, or to conquer his timidity or his jealousy or some other emotional or temperamental defect.

If teachers or principals or superintendents could help pupils to surmount their psychological barriers there would be fewer problem cases in high schools and colleges. Reports prove that pupils are coming through the elementary schools with attitudes and emotional entanglements that should have been straightened out early in their school career.

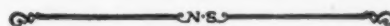
What progress is being made in establishing departments for psychological counseling in schools? In a recent study made by Prof. Goodwin Watson, Teachers College, Columbia University, it was revealed that a good proportion of superintendents of schools interviewed stated that they had either introduced psychological counseling or they would do so before long. The need for this work was appreciated by a large proportion of the superintendents who gave testimony to Professor Watson. There were some superintendents, however, who thought it was not necessary to have a trained counselor who could diagnose the temperamental and emotional trends of pupils and help them to overcome traits or states that were already proving or would in time prove to be a handicap to them in their social adjustments and in the enjoyment of life.

There is need of missionary work in some quar-

ters to convince school authorities that a child may be maimed for life if he is permitted to grow up into the teens with emotional entanglements and social maladjustments that defeat his objective in life and that are a source of annoyance or worse to those with whom he has relations. Administrators trained in the older psychology, and especially in pedagogical psychology, need to be made familiar with the results of modern studies that show psychological complications in individual cases that are bred by unfortunate experiences in the home, in the school, on the playground or in the theater, and that act as a millstone around the neck of their victim and act also as alienating factors with those with whom the individual has contacts.

In the construction of an educational budget, administrators might better sacrifice somewhat in the ornateness and grandeur of school buildings, or even in the completeness of school equipment, than economize in psychological counseling. It may not be necessary to sacrifice on any side. Taxpayers who can appreciate the benefits, both to individuals and to society, of psychological counseling in the public schools, will not, as a rule, offer protest when funds are expended for counselors who are capable of diagnosing mental traits and advising pupils regarding ways and means of overcoming their individual difficulties.

If one had to choose between psychological counseling and the teaching of some particular subject in the schools, he would certainly choose the former, because knowledge possessed by an individual who is emotionally entangled or socially maladjusted will not prove to be of great value to him.



Training Teachers and Specialists for Health Work

THERE is widespread conviction that, from a monetary standpoint if from no other, it is imperative that the health of both pupil and teacher should be protected and promoted in every practicable way. As a result the schools are being required to offer courses in hygiene for pupils. Medical examiners and school nurses are being provided in increasing numbers for both urban and rural schools. Rest rooms and facilities for recreation and also free medical examinations are being provided for teachers. Investigations are either in progress or are being projected on an elaborate scale for the purpose of determining the chief causes of preventable illness among both pupils and teachers and practicable methods of

improving the situation. Not only educators but also lay individuals, civic organizations, educational foundations and medical societies and colleges are all becoming active with a view to finding ways and means of safeguarding the health of the school child and of his teacher, for the benefit alike of society and of the individual.

For the efficient guidance and prosecution of this health work in the schools, there must be provided:

1. Teachers for the elementary and junior high school who have sufficient knowledge of health and hygiene to enable them to conduct elementary courses in these subjects, which are now found in practically all the schools.

2. Teachers of physiology and hygiene in the senior high school who are equipped to carry on health instruction efficiently from the point where it is left in the eighth grade or in the junior high school.

3. Medical examiners who are familiar not only with the techniques of medical examination and with means of preventing school diseases that afflict both pupils and teachers, but who also understand the educational aspects of the problem of safeguarding the health of pupil and teacher and who are acquainted with the sociological, racial and domestic factors that affect the health of children at different stages of their development through childhood and youth.

4. School nurses who have both the medical and the educational training and experience that will qualify them for health service with pupils and teachers alike in carrying out the instructions of medical examiners and in advising pupils and teachers regarding the prevention and cure of minor aches and ills.

5. Teachers who have been familiarized with the elements of physical and mental hygiene as they relate to school life and intellectual work, so that they may cooperate with medical examiners and school nurses in safeguarding and promoting their own health and that of their pupils. Particularly they should be acquainted with the causes, signs and relief of fatigue, nervous and mental overstrain and typical schoolroom maladies that attack their pupils.

The universities thus far have not provided adequately for any of the requirements essential for efficient health work in the schools. Physicians trained for office or clinical routine and nurses trained for hospital duties cannot deal with problems of school health efficiently. Teachers who have completed only a course in general physiology may have little or no knowledge of physical or mental health as it is affected by the stage of development and by school, sociological, racial and domestic conditions.

Is Education Losing Its Backbone?

DURING the past two or three decades, education has been moving steadily away from the disciplinary ideals and methods of an earlier day. Formerly pupils in both the elementary and the high school pursued without complaint subjects that were prescribed for them by their elders. Children's interests in studies were not consulted in laying out any program for them. Their protests against topics in any branch taught in the schools were given no attention. Adults decided what they thought was best for the rising generation and they said to the young: "Learn these subjects so that you can recite them without verbal error, and don't make any fuss over it. Do what you are told to do in the way laid out for you by those who are older than you."

For at least two decades we have been condemning this conception of education. We have been exalting a program in which the interest of children was consulted and followed, to some extent at least. Certain slogans have been heard everywhere: "A pupil will gain benefit only from work in which he is interested." "The child must be given freedom in the school." "Mastering any of the materials of education only because they are hard is utterly without educational value." "Gentleness and kindness in the classroom are much to be preferred over sternness and severity." "A child who must be disciplined in the school is one who is not being properly taught."

There is one outstanding educational man who regrets that we have so completely abandoned the older disciplinary ideals and methods. Prof. William C. Bagley thinks that education is losing its backbone. He believes that some of the social disorder which is causing us so much anxiety at the present moment is due to the soft flabby character of our educational work. He urges that we put more stiffening into our theories and especially into our methods of instruction and our management of pupils. His views have been presented with unusual clarity and force in his volume just off the press, "Crime, Education and Social Progress." Whatever Professor Bagley says or writes is worthy of respectful attention from those who determine educational policies, and also from those who carry policies into effect in the classroom.

Professor Bagley is almost a lone voice among educators to-day, crying out against the policy of pursuing the lines of least resistance in school work. No one's views on education are entitled to more thoughtful study than are his, and it will be profitable for all those who are initiating and directing educational procedures to give earnest consideration to Professor Bagley's warning.

Happy to Say—By WILLIAM McANDREW

HENRY WATSON writes from Dayton, "With all your jollyng of janitors, why don't you say something about school boards? Nobody praises them."

RIGHT, Henry.

THE SCHOOL BOARD member gets the blame when things go wrong; little credit for the success of the schools. The superintendent and the principal are more often mentioned in the papers. Applause at school exercises is mostly for the schoolmaster.

WHAT time and brains the board member gives to his unsalaried service are hidden in uninteresting committee meetings and in routine boredom of board session. If he ventures upon oratory there, his reward is ridicule. The citizens whom he represents give him no dinners. If teachers do celebrate him the perfume of gratitude is tainted with an expectation of favors expected afterward.

HE doesn't get to know the cream of the teaching force. Those who call on him are mostly the scum, soreheads, whiners. The aid sought from him is too much in the nature of pull for those unable to win their way by merit. If he gets to be known as "the teachers' friend" the public scoffs. He is exposed to the danger of ending his term with a cheaper estimate of teachers and education than when he began.

POLITICIANS expect of him interference of a sort he naturally despises. If he turns them down they revile him; no one acclaims him; he has only the silent applause within himself.

THOUGH he is a trustee of education, every year sees more educational influence taken from him by new laws. He is impelled to turn for satisfaction to the impersonal affairs of board finance, routine contracts, and the placing of tablets in new buildings, or to break monotony by a school fight.

ALL the same, he is the outstanding figure of a representative government at its best. Thousands of him make the foundation on which public education is built. He sees that teaching has become as special a science as medicine and law. More and more he is keeping his hands off matters

that require long study, special training and skill. He will not, as a person, do what should not be done by a board. He rejects personal appeals by saying that a school committee is like the board of directors of a hospital or of a railroad. Their business is not to perform an operation or to blow the locomotive whistle.

BACK of the new and amazing progress of education stands the intelligent American school board member. Give him a citizens' dinner when he quits and there can be no selfish motive in it. Hand him an engraved testimonial or a *croix de paix*. Name a school after him.

HURRAH for the Board!

IENDORSE all the sermonizing of energetic moralists on the wickedness of waiting for something to turn up. All the same, for the deserving, something always does. Maybe it is because the unconquerable determination to turn something up gets outside of you and turns something up without your knowing it.

WHENEVER the same test has been given to the children taught by supervised teachers as to the classes of teachers who have not been interfered with, the children of directed teachers have come out ahead. Taught teachers seem to be as necessary as taught children.

OBJECTION to supervision is like aversion to bathing; it turns to a liking when regularity is established.

TRY considering an enemy to be a misunderstanding friend.

THE young lawyer who pokes Latin phrases at you is a prig. Better not, in talking to everyday folks say anything like "environment," "student body" or "on the part of the pupil."

FEAR is the ugly undercurrent when a superintendent belittles an assistant or the high school principal.

JEALOUSY is usually the cause of a school board member's running down a good superintendent. But the root of disparaging your school board or your superior officer is plain damfoolery.

Schoolhouse Planning:

Presenting the Completed Program to the Board

By ARTHUR B. MOEHLMAN, Professor of School Administration and Supervision, School of Education, University of Michigan

AFTER the school plant program has been completed, the problem of the best method of presenting it to the board of education must be considered.

Throughout this discussion, it has been presumed that the inside method of survey procedure has been practiced, supplemented possibly by the services of a specialist working temporarily under the direction of the superintendent. The process of development has been followed closely by the superintendent and it has also been presumed that he has sufficient understanding of and control over the project to be familiar with the entire plan and that he has taken a direct part in the drawing up of the tentative recommendations. It is his duty as the responsible executive of the board of education to make the plans for presentation and to develop means for the education of school board members. In this work he may be assisted by different staff members as well as by the consultant. He must be expected to approve the procedure and to carry the responsibility.

The Board's First Reaction

It is also well to consider again the exact nature of the school plant survey. Since this study has been based on a series of educational and administrative policies, the method by which these policies were translated may be considered the technique and the plan for achieving the ultimate plant as the means of procedure. As a procedure, it must be presented to and approved by the board of education before it can be made effective in practice. Since it represents, if carefully made, a direct translation of adopted policies into ways and means, it may be so presented to the board of education and kept before the members on this assumption.

The logical reactions of the board of education will therefore tend to be (1) a partial or complete dissatisfaction with the procedure as a whole or in specific parts or (2) a dissatisfaction with the policies under which the means were developed.

In other words, the plan should be so presented that the attention of the board of education is focused objectively either on policies, which throws the responsibility for change back to the board, or on the procedure, which places on the superintendent the responsibility for minor or major changes, if the board decides it is not in complete harmony with policy. The purpose in developing this set is to prevent the discussion being colored by the entrance of any personality bias. Initially, the entire presentation is one of developing an objective psychologic set in the minds of members of the school legislative body.

The Best Way to Present the Program

There are two general methods of presentation. Each of them has its proponents and its opponents. The selection of either will be conditioned by the general technique of presentation current in any specific situation. The purpose in presentation here is to indicate possibilities and not to insist dogmatically upon the following of either method to the complete exclusion of the other. These methods include concurrent partial presentation or complete presentation after the work is accomplished.

Under the first method the superintendent carries on the education of the board of education as each unit of the survey is completed. When the industrial and social survey of the community has been completed and the future development of the district ascertained as far as is possible, the completed section is given in one form or another to the board members and the problem studied intensively. The advantage of this procedure lies in the desirability of providing only sufficient material at any one time to permit careful consideration, digestion and understanding. The members are kept informed of the progress of the study and are brought into close relationship with the workers. As the work proceeds they see successively its scope and implications and may be able to contribute directly to the final development.

Piecemeal presentation does not require immediate adoption or official action. It may therefore be carried on without developing a pressure attitude on the part of the board members. They may consider the findings more objectively than if they feel that they must be quickly placed on record. They may check the original data and their analysis at leisure, asking questions and making suggestions that may have either positive or negative validity. In either case it is desirable to know the reaction of the lay mind to the technical survey. Ambiguities may be cleared up and greater clarity achieved in the final presentation.

Piecemeal presentation requires much more time than complete presentation. It tends to slow up somewhat the progress of the survey since a great deal of attention must be given to the education of the board as a whole and to individual members. Each executive must decide for himself whether this method is worth while in his own situation.

The Advantages of Complete Presentation

The second method of presentation is to wait until the entire project has been completed and then present the complete program to the board of education, first, in its general aspects and, second, by units and by progressive means of achievement. One of the distinct advantages of the second method is that the executive has complete knowledge of the entire situation and in the presentation of progressive units of the study can anticipate and meet specific questions that may be raised. He can see both the beginning and the end and thus has greater control over the entire problem. He is better able to set the stage for the procedure by differential massing of material or of units of material.

The time element for presentation will depend on the scope and complexity of the program. It may be presented as an entirety in one long session or it may be considered as successive units in a series of meetings. The entire picture may be shown, without detail, as a complete view, followed by a more careful consideration of the several elements involved. One or two sessions will certainly not be sufficient for consideration and understanding. The lay mind is unable to grasp so comprehensive a plan in a short time. This brings to mind the statement I heard a president of a board of education make several years ago. The presentation had been skeletonized for one two-hour meeting. After the session the president said: "How long has it taken to prepare this report?" The reply was, "Eight months." He countered with, "Do you expect us to understand in two hours what it took you eight months to do?"

This was an apt answer and a gentle criticism of the plan for condensed and high pressure education. Needless to say, it required several months of careful education before this specific program was understood and accepted by the board of education.

The first factor to be considered in the technique of reporting is the danger of premature publicity. Whether the program is presented piecemeal or in complete form, great care should be taken to prevent too early publication of the report in the local press. The reasons for this are many. Every program involves two concepts in expenditure. These are the concept of the complete program, which may be a staggering total, and the concept of current expenditure, which may be a relatively small annual amount. From a news standpoint the grand total has more presentation and "play-up" value than the small annual expense. The publication of any report under consideration usually results in the development of popular pressure on members of the board of education. A technical survey may easily become an element in local partisan politics before it has been duly weighed by the board. Premature publication therefore tends to bring undesirable pressure on the board of education and prevents the members from giving sufficient time to objective consideration unhampered by the element of community or political pressure. Premature publicity should therefore be carefully guarded against and considered unnecessary until specific legal action has been taken and the program of achievement prepared.

"Committee of the Whole" Presentation

The best results are obtained when the program is presented, under either plan, to the board sitting as a committee of the whole. This type of organization does not call for action and is generally an excellent means for the education of the several members. Since the members are not faced with a plan that calls for immediate commitment they are more prone to consider it as an academic question and to give careful study to it. Since, further, no journal record is kept of discussions in the committee of the whole, the members will feel more free to ask questions and to offer suggestions than when they face immediate publicity on a project. The entire set developed by committee of the whole procedure is far more productive to an intelligent friendly listening and questioning attitude than any other form of organization. Since any board of education comprises among its members persons of different backgrounds, abilities, training and levels of understanding, the general presentation should be followed by individual conferences with

the different members in which the discussion may be adjusted to the specific requirements of each member. Experience indicates that an adequate presentation to a committee of the whole will develop an unusual amount of direct interest by individual members of the board of education and will result in requests from them for individual conferences, further information, and possibly field trips to visualize the actual physical conditions.

Choosing the Best Method

There are several possibilities in the manner of material presentation. Selection depends on purpose. A generalized suggestion may be helpful. The first factor to be considered is the type of audience. The average board member is not trained to assimilate technical details easily. The method of presentation must be adjusted to the average in ability. It is probably desirable to present first a general overview, without confusing detail. Subsequent analysis may then be made by section or by unit.

The most satisfactory method appears to be the graphic. The specific data developed during the survey have already been prepared in simple map or pictorial form. These data may be discussed by the superintendent or specialist directly from the maps and charts or, better still, they may be transposed to lantern slides and projected on one screen. The difficulty with using the working maps is that they are bulky and, to prevent interruption of the presentation, they must be serially displayed on the walls of the conference room. As a result members have from one to twenty pictures on which to focus their attention. The pictures with the brightest colors or the most attractive form draw attention. The members may or may not follow the narrative completely. These distractions usually result in numerous extraneous questions that interrupt the presentation and unless guarded against they tend to embarrass and sometimes stop the speaker. Another method open to a similar objection is the mimeographed presentation of maps and charts. Each member may then travel at his own speed and only three out of seven are likely to follow the speaker closely. The use of the lantern indicates a darkened room; there are no external factors to consider, and the speaker has control over the rate and method of presentation. Sleep is the only factor he has to combat.

This first presentation is not the time to quote statistics at length. In fact the fewer large numbers injected into the picture the better. It is much more significant to use a bar or line graph or a simple significant statement on a lantern slide than to attempt statistical presentation. Few under-

stand statistics and those who do will ask leading questions, which slows the presentation. The first discussion should proceed slowly and should cover the high spots. It is desirable to limit the initial presentation to an hour. If the board members are able to take further punishment it may be desirable to divide the presentation into a series of units with definite recess or relaxation periods between each unit. The individual making the presentation must judge what to do in a given situation. Each group demands a treatment adjusted to its possibilities.

The initial presentation should be followed by questions. The trend of these will indicate where future emphasis should be placed and, possibly, the order of subsequent procedure. Subsequent presentations of detailed units by the lantern slide method are desirable. These unit presentations will be much more detailed. It is therefore desirable to condense all statistical data into small easily understood tables, presenting one factor at a time, supplemented in practically all instances with a graphic translation and a brief enlargement of the factor emphasized. Each of these subsequent presentations should result in a multitude of questions. These may be noted by a stenographer for future reference but should be carefully and clearly answered by the speaker at the time of asking. Ability to diagnose a question quickly and to satisfy the questioner will permit the speaker to maintain the psychologic advantage of directing the meeting. Inability to answer or vagueness in reply quickly weakens the speaker's position in the minds of the audience. It is therefore wise not to attempt presentation unless complete control of the problem is possible. If the question is highly technical it may be referred to the consultant or to staff technicians. The superintendent should always maintain general control of a question, referring to others only insofar as detailed technical information is required.

Preparing the Written Report

After this first series of presentation conferences has been concluded, the executive is ready to prepare the first written report to the board. He already has this information in narrative form, together with the complete statistical data in an appendix for easy reference. The first writing of the report was done to give him the means for making the presentation. If the progressive method of presentation is used, each unit should be written as it is completed.

The information derived from the presentation meetings, both questions and suggestions, should now be studied and the results carefully incorporated in the first report for clarification and sim-

plication and to meet the several diverse points of view or methods of approach. If this part of the work is carefully done the first writing of the report may be improved manyfold by bringing the results closer to the lay mind. Many items that are clear to the professional person are relatively difficult for the board member. The difficulty may lie in the choice of language or in the method of presentation. Just so far as the report as a whole may be made more easily understandable, suggested changes should be made even if the final product should be open to criticism from an academic standpoint. The superintendent is presenting the material to a board of education and not to a faculty. This does not mean that data should be changed or interpretations suppressed. It simply recognizes the need for making more intelligible to the layman a relatively technical report.

How the Report Should Be Received

The first written report to the board of education should be typewritten or mimeographed and entitled "a tentative report of findings and recommendations." It is still an executive procedure and the board, as the legislative body, has full authority to accept it, to reject it or to accept it with modifications. If printed, the material presented has a finality that may be embarrassing to board members. The path for legislative action should always remain open, both psychologically and practically. This technique is not only good administrative procedure but it may also save the executive much embarrassment. If the procedures suggested have been intelligently followed the chances are good that only minor changes will be suggested. If the program of presentation is sudden, forced and apparently final, the legislative body is placed in an embarrassing position which can have no good ultimate results for the executive. Intelligent education and patience, rather than "strong arm" methods, are always indicated.

The order of the presentation material should follow the same logical sequence that it did in the oral and visual presentation. First, the picture of the ultimate community development may be given. If it is assumed that these conclusions are true, the second step will indicate probable future population, both total and school, together with the outlines of the probable total numbers to be cared for at the end of the period covered in the survey. Next the educational policies may be concretely and completely shown. These data may be followed by a general description of possibilities indicated by the factor of numbers plus the effects of the adopted policies. The next step will show the condition of the existing plant and its

possibilities in meeting the assumed needs at the end of the given period.

From this point the report may proceed to a consideration of the means of developing the ultimate plant. In this presentation, the general future program outline should be carefully described with the major emphasis on progressive achievement. Grand totals are confusing and disturbing. Smaller annual expenditures are easier to assimilate. The physical needs may now be translated into finance possibilities. While this section will be technical and detailed its major aspects may be developed graphically so that the general implications are easy to grasp.

The tentative report is now ready for the board members. It should be presented as confidential data for study. The members are already familiar with the general plan. They now absorb its details. From this study many individual conferences and committee of the whole discussions may develop. Patience is a valuable quality during this stage. Some members may be most annoying in their inability to grasp the simple essentials. These must be patiently taught until they have finally absorbed the major elements. The time involved will differ with each situation. I have seen a twenty million dollar program presented and adopted within a week during which three meetings were held. I have also seen a two million dollar program that required six months of hard work before the board of education was ready to act.

Stimulate and direct this stage but do not force the issue. It is much better to wait for unanimous agreement and acceptance than to jeopardize the future by reaching a decision several weeks or months too soon. Time is a vital element in the crystallization of opinion and in the development of attitudes. The capable executive should recognize and make complete allowance for this element. The future results will justify the practice.

A Portable Dentist's Office for California Pupils

A dentist's office mounted on a truck chassis serves the rural school children of the local health district of San Joaquin, Calif. The truck is parked in the school yard and the children's dental needs attended to without any interruption of class schedules. The dentist in charge is accompanied by a truck driver who also assists in record keeping.

A second dentist, who operates in the schools of Stockton for a half of each school day, is equipped with a portable outfit. The larger city schools all have a rest room or other space apart from classrooms in which the set up may be made.

Your Everyday Problems:*

The Personal Conference as a Teacher Training Device

By JOHN GUY FOWLKES, Professor of Education, University of Wisconsin

THE TRAINING of teachers in service is one of the chief problems of educational administrators. The following study is an analysis of the personal conference as a training device for teachers in service.¹

To what extent and how successfully is the personal conference used in the training of teachers in service by high school principals in Wisconsin? In an effort to obtain data on the matter, a questionnaire was sent to 28 principals of the largest high schools in Wisconsin, to 28 principals

in high schools having from 10 to 25 teachers, and to 28 principals in high schools having less than 6 teachers.

Data that would answer the following questions were requested: (1) What is the practice regarding the "type" of personal conference in use and what is the usual kind of preparation made for it? (2) How frequently and how successfully have principals used the personal conference during the school year of 1929-30 in helping teachers over specified causes of teacher difficulty? (3) Is there any significant difference in practice in different sizes of schools in regard to holding personal conferences?

In making up the questionnaire, the list of types

*Discussions in this department deal with problems that frequently confront principals and superintendents. Inquiries on problems of this nature should be addressed to Doctor Fowlkes.

¹Acknowledgment is made to Philip H. Falk, superintendent of schools, Lake Mills, Wis., who carried on this study in connection with a seminar course at the University of Wisconsin.

TABLE I—THE EXTENT TO WHICH EIGHT SELECTED TYPES OF CONFERENCES WERE USED

Types of Conferences in Use	Group I			Group II			Group III			Total		
	Times Re-ported	Median Per Cent	Range	Times Re-ported	Median Per Cent	Range	Times Re-ported	Median Per Cent	Range	Average Times Re-ported	Median Per Cent	Range
1. Fact-finding. (Principal reviews teacher's preparation, preferences, previous experience, or gathers facts on situation.)	16	10	2-30%	18	15	2-60%	8	18	5-40%	42	14	2-60%
2. Preteaching. (Principal helps teacher to plan future classroom activities.)	16	15	5-30%	18	20	5-50%	9	25	5-35%	43	20	5-50%
3. Postteaching. (Individual interviews following classroom visits; survey or testing programs.)	19	30	5-75%	19	30	10-55%	9	40	20-70%	47	33	5-75%
4. Morale. (Sympathetic guidance and stimulation of interests and emotions.)	18	18	5-50%	19	10	3-32%	7	10	7-15%	44	13	3-50%
5. Casual informal conversation.	19	10	3-50%	16	15	3-70%	7	10	5-50%	42	12	3-70%
6. Teacher conduct. (Principal is obliged to discuss conduct unbecoming a teacher. For example, teacher using intoxicants.)	9	2	¼-5%	14	2	½-5%	3	2	1-5%	26	2	¼-5%
7. Teacher protest. (Conference held for purpose of hearing teacher protest against other teachers, pupils, or administration.)	11	5	1-20%	13	2	1-20%	2	4	2-5%	26	4	1-20%
8. Other.	6	8	3-50%	5	5	2-25%	1	5	5%	12	6	2-50%

TABLE II—HOW THE PRINCIPALS PREPARED FOR EIGHT SELECTED TYPES OF PERSONAL CONFERENCES

Types of Conferences	Major Points and Details								Major Points Only				Practically no Conscious Preparation							
	I		Groups		III		Total		I		Groups		III		Total		I		Groups	
			No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Fact-finding ³	4	25	11	65	3	43	18	45	7	44	4	24	3	43	14	35	5	31	2	12
2. Preteaching	6	38	6	35	5	65	17	42	10	63	10	59	3	38	23	56	0	0	1	6
3. Postteaching	13	69	15	83	5	63	33	73	6	32	2	11	3	38	11	24	0	0	1	6
4. Morale	1	6	2	11	1	17	4	10	9	50	11	61	3	50	23	55	8	44	5	28
5. Casual conversation	2	11	1	6	0	0	3	8	4	22	5	31	2	33	11	28	12	67	10	63
6. Teacher conduct	5	56	7	50	1	50	13	52	2	22	3	21	0	0	5	20	2	22	4	29
7. Teacher protest	1	13	4	31	0	0	5	22	0	0	1	8	0	0	1	4	7	88	8	62
8. Other	0	0	1	33	0	0	1	14	2	50	1	33	0	0	3	43	2	50	1	33

¹Number of principals reporting.²Percentage of principals reporting.³For further explanation of types, see Table I.

of conferences was taken largely from "The Principal as Supervisor," research bulletin (November, 1929) of the National Education Association. The questionnaire is not reproduced here due to lack of space. A glance at Tables I and II will make clear the list of types of conferences already referred to. The causes of teacher difficulty (Table III) were taken directly from "Visiting the Teacher at Work," by Anderson, Barr and Bush, which also appeared in the same number of the research bulletin.

From the questionnaires that were sent to 28 principals in each of three designated groups of schools, returns were obtained as follows: Group I (largest schools) 20; Group II (schools having from 10 to 25 teachers) 20; Group III (schools having less than 6 teachers) 10. All principals who replied did not answer all questions.

In response to the following: "In general, in your experience, approximately what percentage of your personal conferences fall under the following types?" data as presented in Table I were supplied by the principals answering.

On the basis of data supplied relative to the extent to which various types of conferences are used, the following inferences may be made:

1. When one considers the extreme difficulty of determining in terms of percentages what part of one's conferences fall under the various "types," the agreement of the medians of the three groups is probably very high. In no case is the median difference greater than 10 per cent.

2. Type 3 (postteaching) is used not only by most principals in all groups, but also these principals use it more than any other type in all groups. In general, about one conference in three is of the postteaching type.

3. Second in use is Type 2 (preteaching), with an average median use of 20 per cent. Four prin-

cipals who report use of the postteaching conference do not report use of the preteaching type as such.

4. The combined use of Types 2 and 3 may tend to point to the fact that on the average about one half (53 per cent) of the personal conferences deal with direct specific classroom problems or procedure.

5. Types 1, 4, and 5 appear to be about on a par as far as use is concerned. Their median use is 14 per cent, 13 per cent and 12 per cent, respectively.

6. The combined use of Types 1, 4 and 5, together with the fact that most principals use them might indicate that on the average about 40 per cent of the personal conferences are of a general teaching nature.

7. Types 6 and 7 are reported as used by only 26 of the 47 principals reporting, and on the average, the number of conferences devoted to these types is a small part of the total conferences. Those 21 principals who do not report use of this type have either arrived at an educational millennium or include such conferences under some other type.

8. Although the number of cases involved in each group of schools is too small to provide conclusive evidence, the fact that the median percentage of conferences under Types 1, 2 and 3 is so much higher in Group III than in Group I might indicate that in schools represented by Group I many of the conferences of these types are conducted by supervisors. This is further substantiated by the fact that the general stimulating type of conference (Type 4—morale building) is reported more frequently by principals in Group I (large schools) than in Group III, which may indicate that the principal of a large school may tend to be more of a stimulating generalist

TABLE III—FREQUENCY OF SUCCESS IN USE OF PERSONAL CONFERENCE BY HIGH SCHOOL PRINCIPALS IN WISCONSIN

Teacher Difficulty	Conference dominant factor in helping teacher												Conference contributing but not dominant factor in helping teacher												Conference failure in helping teacher													
	Group I			Group II			Group III			Total			Group I			Group II			Group III			Total			Group I			Group II			Group III			Total				
	P	C	%	P	C	%	P	C	%	P	C	%	P	C	%	P	C	%	P	C	%	P	C	%	P	C	%	P	C	%	P	C	%					
1. Lack of control over the technique of teaching.	5	31	65	6	27	53	6	16	64	17	74	60	6	12	24	7	20	40	5	8	32	18	40	32	2	6	13	3	4	7	1	1	4	6	11	8		
2. Lack of ability to maintain order and discipline.	5	37	59	4	11	32	4	12	71	13	60	48	7	27	36	7	13	38	2	4	24	16	44	35	5	10	14	8	10	30	1	1	5	14	21	17		
3. Lack of mastery of subject matter	1	2	22	5	11	61	0	0	0	6	13	43	5	6	67	3	3	17	1	3	20	7	12	40	1	1	11	4	4	22	0	0	0	5	5	17		
4. Lack of intelligence. Teacher lacks native ability to cope with the situation.	2	2	50	2	2	50	0	0	0	4	4	33	2	2	50	2	2	50	1	1	25	5	5	42	0	0	0	0	0	0	0	2	3	75	2	3	25	
5. Lack of effort.	3	11	58	3	5	33	0	0	0	6	16	44	3	3	16	3	7	47	0	0	0	6	10	28	3	5	28	3	3	20	1	2	100	7	10	28		
6. Lack of initiative.	1	6	38	3	7	54	0	0	0	4	13	41	3	5	31	2	5	39	1	1	3	6	11	34	4	5	31	1	1	7	1	2	67	6	8	25		
7. Lack of adaptability. (Fails to adapt self to principal, other teachers, community, pupils.)	1	1	8	4	8	38	3	3	38	8	12	29	3	5	39	6	8	38	1	1	12	10	14	33	4	7	53	4	5	24	2	4	50	10	13	38		
8. Lack of common sense.	1	2	40	2	5	65	2	5	60	5	12	67	2	2	40	0	0	0	0	0	0	2	2	11	1	1	20	3	3	37	0	0	0	4	4	22		
9. Lack of physical ability. (Ill health or lacks physical energy.)	2	3	36	2	2	29	0	0	0	4	5	33	1	2	24	2	4	57	0	0	0	3	6	40	3	3	36	1	1	14	0	0	0	4	4	27		
10. Lack of standards. (Does not know what is expected. Capable, but does not know prevailing standards.)	3	8	47	6	17	71	2	11	92	11	36	68	2	7	41	2	5	21	1	1	8	5	13	24	2	2	12	2	2	8	0	0	0	4	4	8		
11. Lack of ability to carry on. (The teacher becomes discouraged at the attitude of the principal, poor work of pupils, etc.)	3	30	97	4	7	47	2	8	89	9	45	82	1	1	3	2	8	53	0	0	0	3	9	16	0	0	0	0	0	0	0	0	1	1	11	1	1	2
12. Lack of singleness of purpose. (The teacher has too many outside interests.)	1	2	33	4	9	70	1	1	100	6	12	60	2	4	67	2	2	15	0	0	0	4	6	30	0	0	0	1	2	15	0	0	0	1	2	10		
13. Lack of sympathetic understanding of pupils.	2	2	7	6	15	62	2	7	68	10	24	40	9	13	68	4	6	25	1	1	12	14	28	43	2	7	25	3	3	13	0	0	0	5	10	17		
14. Lack of social background.	0	0	0	1	1	50	0	0	0	1	1	14	3	3	60	1	1	50	0	0	0	4	4	57	1	2	40	0	0	0	0	0	0	1	2	29		
15. Lack of knowledge of what pupils can do.	1	3	23	3	6	33	1	2	33	5	11	30	2	9	62	5	12	67	2	4	66	9	25	67	1	1	8	0	0	0	0	0	0	1	1	3		
16. Lack of personality. (Lacks force--spiritual, social, physical. Fails to radiate life and enthusiasm)	2	4	33	4	13	48	1	1	25	7	18	42	3	3	25	3	9	33	2	2	50	6	14	32	4	5	42	4	5	19	1	1	25	9	11	26		
17. Lack of moral standards.	0	0	0	2	2	22	0	0	0	2	2	25	0	0	0	1	1	14	0	0	0	1	1	12	1	1	100	3	4	57	0	0	0	4	5	63		
Total	63	144	48	61	128	49	24	66	22	128	59	50	52	110	36	52	36	35	17	26	24	21	242	34	34	58	18	43	47	18	10	15	14	64	108	18		
No. of principals reporting. No. of cases reported. Per cent of total cases reported by principals in specific group under a specific Teacher Difficulty.																																						

who relies on his supervisors to render the services of the specialist—whereas the principal of the small school must do the best he can to be both generalist and specialist.

9. The tremendous range reported in types of conferences in use may indicate in addition to difficulty of measurement and difference in interpretation of "type" one of at least two conditions: (a) that the personal conference is inextricably wound up in the personality of the principal, and that Principal A can devote 75 per cent of his conferences to the postteaching type and do an efficient job, while Principal B, in the same size of school, can devote only 5 per cent of his conferences to the postteaching type, but by other means render as much service to the teachers as Principal A; (b) that some of these principals, whether at one extreme or the other, are not rendering adequate service to the teachers in their schools.

10. The range under Type 4 (morale) in Group I of 5 to 50 per cent as compared to the range of 7 to 15 per cent in Group III may agree with the statement in Item 8 regarding the tendency of the principal in the larger school to devote more time to general morale building than in the smaller schools.

11. It is recognized that difference in practice relative to a given type on a percentage basis does

not necessarily mean difference in practice on a time basis, which is probably more important.

In response to the question "In general, what is the most frequent kind of preparation you make for each type of conference?" data presented in Table II were given.

Inferences that may be drawn from data supplied with respect to preparation for the personal conference are:

1. There is a wide variation in practice in regard to the kind of preparation made for conferences. Even within a group this applies. The totals indicate that all kinds of preparation are used for every type.

Again, the wide variation in practice may mean: (a) Individual difference and personality of the principals may outweigh any "authoritative" method, or (b) the peculiar "situation" at hand may demand procedure at variance with so-called good method, or (c) some principals are not rendering adequate service to their teachers, or (d) a combination of (a), (b) or (c).

2. Type 3 (postteaching) appears to be preceded most frequently by preparation of "major points and details."

3. Types 5 and 7, casual conversation, and teacher protest, tend definitely toward "no conscious preparation."

4. Type 2 (preteaching) is quite strongly pre-

IN ALL OF THE JERSEY CITY SCHOOLS



The Jersey City school illustrated is the new A. Harry Moore School for Crippled Children.



His lunch is cooked by Vulcan

Let him have the huskiest appetite that a young fellow can carry around and if he is a Jersey City School boy his school cafeteria lunch will cost only a few cents.

And what is the secret of this wholesome, appetizing low cost lunch? Careful selection of foods? Yes, but that is not all . . . it must be properly cooked. The Vulcan All-Hot-Top Range with its great number of cooking heats and the Vulcan Bake Oven with its controlled heat make it easy for any cook to get results that make the mouth water.

★ ★ ★ ★

VULCAN EQUIPMENT MAKES
GAS THE MODERN EFFICIENCY FUEL . . . FAST,
CLEAN AND ECONOMICAL

Low costs in Jersey City School Cafeterias are made possible by Vulcans aerated burners and other patented features. . . and gas, the low cost cooking fuel.

Architect John T. Rowland, Jr., designs all the Jersey City Schools. For years he has specified Vulcan Gas Ranges, Bake Ovens and other equipment. He knows from experience that they cost little to operate and maintain, save time and are easier to keep clean and give superior cooking results.

Ask for catalog and list of school installations.

★ ★ ★ ★

VULCAN

STANDARD GAS EQUIPMENT CORP.
18 EAST 41st STREET, NEW YORK CITY
New York, Baltimore, Chicago, Boston, Birmingham
Pacific Coast Distributor: Northwest Gas & Elec. Equipment Co. Portland, Oregon



pared for by "major points only" although the trend is toward "major points and details." Type 4 (morale) is likewise prepared for by "major points only" but unlike Type 2, the trend is toward "no conscious preparation."

5. Types 1 (fact-finding) and 6 (teacher conduct) reflect all kinds of preparation with tendencies toward "major points and details."

6. Inspection shows in general, perhaps, fair agreement among the three groups of principals on preparation—especially when one considers the small number of cases involved.

Principals were asked to specify after each of seventeen causes of teacher difficulty (Table III) the number of cases during the past year in which they had used the personal conference with the result that it was (1) the dominant factor in teacher improvement, (2) a contributing but not dominant factor in improvement, and (3) a failure in teacher improvement. The response by principals on this part of the questionnaire was as follows:

	<i>No. of Principals Reporting Cases and Results</i>	<i>No. of Principals Reporting No Record</i>
Group I	12	8
Group II	14	6
Group III	8	2
	<hr/> 34	<hr/> 16

Of the fifty principals, sixteen report "no record." In light of the fact that the keeping of records is urged so generally, the foregoing figures are interesting. It is also quite probable that some of the thirty-four principals who did report did so from memory rather than from actual case records.

Probably the most striking fact to be gleaned from Table III is that for the total of 718 cases of teacher difficulty as reported by 34 different principals the personal conference was the dominant factor in teacher improvement in 358, or 50 per cent, of the cases. The conference contributed to improvement in 242 cases, or 34 per cent, and the conference failed in 118 cases, or 16 per cent. The fact that the personal conference is reported as having resulted in teacher improvement in 84 per cent of the cases of difficulty shows the extent and possibility of the improvability of teachers, and the vital importance of the personal conference as a factor in that process.

Principals in Groups I, II, and III report the conference as the dominant factor in success in 46 per cent, 49 per cent and 62 per cent, respectively, of their attempted cases. They report 36 per cent, 35 per cent and 24 per cent, respectively, of their conferences as contributing to teacher

success and 18 per cent, 16 per cent and 14 per cent, respectively, of their conferences as failures. When the few principals involved in each group are considered, the agreement appears to be rather remarkable.

It would seem, then, that the personal conference as a means of training teachers in service deserves the careful consideration of educational administrators and supervisors. It is hoped that the foregoing analysis will be of some help to the individual administrator and supervisor in taking stock of his own practices and of the results derived from them.

School Budgets Occupy Attention of Many Legislatures in 1931

Of particular significance to American education during 1931 was the legislation that was enacted in various states. A study of educational legislation in the Office of Education, as yet incomplete, reveals considerable important legislation affecting school budgets and expenditures.

North Carolina inaugurated what is probably the most striking example of state control of local school budgets in the history of the United States. The 1931 general assembly of this state wrote into law the doctrine that "public education is a state function."

The Delaware legislature authorized the governor to appoint a state board of budget directors of three members to confer with those who seek state appropriations.

New Hampshire provided for a state budget system and financial control during the year.

New Jersey empowered the governing body of a municipality, after a school budget has been twice rejected, to certify the amount necessary for school purposes for the ensuing year.

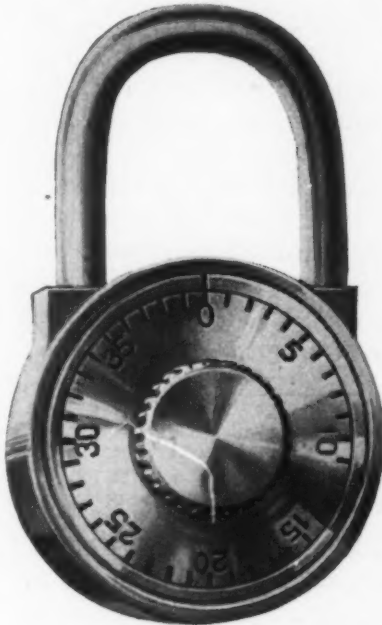
Wisconsin Would Test Veracity of History Textbooks

The Wisconsin Assembly has passed a resolution providing for the appointment of a committee of educators to study and determine the veracity of history textbooks giving statements placing blame for causing the World War. It was sent to the state senate for final consideration.

The resolution provides for the appointment of nine presidents of Wisconsin colleges and universities to study textbooks on the war. Books which the committee finds make inaccurate statements would be stricken from the list approved for use in Wisconsin public schools.

The BARRETT Automatic

is the final solution to all of your lock problems. It is the last word in Automatic Keyless Lock construction. It is without an equal.



Barrett Automatic Keyless Lock Co.
Dept. N, Upper Darby, Pa.

IT ELIMINATES:

- The Lost Key condition.
- The possibility of broken springs.
- The need of expensive repairs.
- The interruption of routine.
- The possibility of its being turned off combination while open.
- The possibility of its being opened with a slight turn of the knob by an unauthorized person.

It gives YOU that to which you are entitled: Complete freedom from lock worries and it is unconditionally guaranteed to do so over a Five Year Period.

It's the Outstanding Performance of the WRIGHT-DECOSTER Speaker

that is influencing school executives to demand their installation in the class rooms, shops, auditoriums, gymnasiums and stadiums of their schools.

Write for complete information and address of nearest sales office.



WRIGHT-DE COSTER
HYFLUX SPEAKER.
Wall Type, used extensively in School installations.

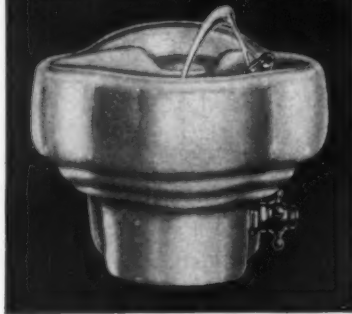
The Speaker of the Year

WRIGHT-DECOSTER, INC.

2247 University Avenue, St. Paul, Minn.
Export Dept., M. Simons & Son Co.,
25 Warren St., New York
Cable Address: Simontrice, N. Y.

MEETS HEALTH ASSOCIATION NEEDS

A-1



Distinctive Two-Stream Projector Above Overflow.

SPECIFY No. 2605

● Play safe in specifying drinking fountains—choose Halsey Taylor. Patented two-stream projector gives a drinking mound always convenient and sanitary. ● Practical automatic stream control provides constant stream of uniform height regardless of pressure variation. Projector above overflow line of receptor to meet American Public Health Association regulations . . . Secondary guard if requested.

THE HALSEY W. TAYLOR CO. • WARREN, O.

See our
Advertisement
in SWEET'S

HALSEY TAYLOR
DRINKING FOUNTAINS

"INTER-TWILL" Window Shades for SCHOOLS

Fulfill all requirements

Specify—"INTER-TWILL" because . . . there are more years of service in these window shades. It is a TWILL woven fabric of exceptional strength. "Inter-twill" shades are washable.

If total exclusion of light is desired, specify Interstate "NO-LITE" Shade Cloth. Shadowless and light-proof in all colors including light colors and white.

Made in the color tone of your choosing

Interstate Shade Cloth Co.
HOBOKEN NEW JERSEY

The Lapsley-Interstate Shade Cloth Co.
Baltimore Maryland

News of the Month

April 7, 8 and 9 Chosen for Ohio Educational Conference

The twelfth annual Ohio State Educational Conference will be held in Columbus, April 7, 8 and 9. "Education as a Social Investment," will be the theme of the meetings.

Noted speakers who will appear on the program will include: Frank W. Ballou, superintendent of schools, Washington, D. C.; A. S. Barr, University of Wisconsin; Franklin Bobbitt, University of Chicago; Robert D. Cole, University of North Dakota; C. H. Judd, University of Chicago; Walter Lippman, *New York Herald-Tribune*; Joy Elmer Morgan, National Education Association; W. C. Reavis, University of Chicago; David Snedden, Teachers' College, Columbia University; Paul C. Stetson, superintendent of schools, Indianapolis; Herbert S. Weet, superintendent of schools, Rochester, N. Y.

An attendance of 6,000 is expected.

Value of Talking Picture in Education Is Tested

A series of extensive experimental psychological tests to determine the effectiveness of the talking picture as a supplementary aid in education were inaugurated in February in a large number of the public schools of New York City, Camden and Elizabeth, N. J., Schenectady, N. Y., and Baltimore. The tests involve a total of 2,538 pupils and sixty-four teachers and will extend over a period of eight weeks. The testing programs are being administered by the local school authorities in each city.

Pupils of the fifth and seventh grade levels are being given the tests, 1,190 of the former and 1,348 of the latter. Five thirty-minute periods of instruction are given in two weeks in each course studied. Pupils participating are evenly divided into two groups, one forming the control group, the other the experimental. The control group receives instruction in the courses studied with every modern means of instruction available to the teachers and pupils, with the exception of talking pictures. The experimental group receives similar instruction in

the same subjects and for the same length of time with the inclusion of educational talking pictures based on the courses.

Following the period of instruction, each group will be tested with exactly the same questions covering the subject matter in which instruction was given. Comparison of the results achieved by each group will indicate the measure of effectiveness of the talking picture as a medium of education.

Seattle Opens Bicentennial With Historical Pageant

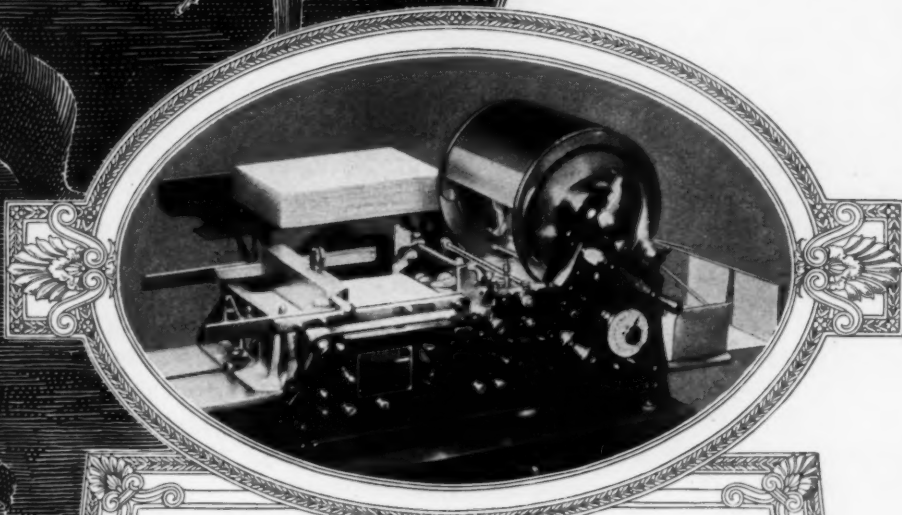
With the bicentennial of the birth of George Washington as inspiration, the public schools of Seattle, Wash., presented an original historical pageant on February 26 and 27. The words of the pageant were prepared by eighth grade children from source material and from quotations provided by the pageant director, Jessie B. Merrick, supervisor of physical education in the schools.

The scenes of the pageant depicted faithfully historical events and persons. Portraits and biographies supplied the originals reproduced. The scenery was designed and made, insofar as possible, by the stagecraft class. Costumes, except those rented from a costumer, were made in the domestic science classes. Music, chosen from authentic records, was provided by the school organizations: the all-city high school orchestra of ninety pieces, the all-city high school chorus of a hundred voices, the high school a cappella choir of seventy-seven voices and a drum and bugle corps of sixty-five members. Besides the musicians, approximately 1,550 children participated.

The Rainier Noble Post No. 1, American Legion, cooperated with the schools in providing fifty members to portray the militia, and the Seattle Pipers' Band supplied the bagpipers, who, history records, played at the original inauguration.

Physical Educators to Meet in Philadelphia

The annual thirty-seventh convention of the American Physical Education Association will be held in Philadelphia, April 19 to 23.



PROTECTION

Just as the shield was primarily a protection in battle, so the Mimeograph is a buffer against waste in the conflict of today. Economy! It duplicates needed programs, examination and notebook sheets, laboratory data, drawings, maps, room diagrams, all office forms, etc., in little time, for little money, with little effort. Type, write or draw on its stencil sheet and your job is done. Let us tell you its saving story. » » Address A. B. Dick Company, Chicago, or see classified telephone directory for nearest branch.



News of the Month (Cont'd)

Dr. A. E. Winship Is Honored by Associated Exhibitors

Dr. A. E. Winship, Boston, editor, *Journal of Education*, and famous educational writer, speaker and lecturer, was given the American Education Award at the annual dinner of the Associated Exhibitors of the National Education Association in Washington, February 23. The presentation was made by Florence Hale, president, National Education Association. Gen. John J. Pershing was the guest of the exhibitors. More than a thousand members and their friends from the N. E. A. were present at the dinner.

Officers of the Associated Exhibitors were elected for the coming year as follows: president, Marshall R. Diggs, Walraven Book Cover Company, Dallas, Tex.; vice-president, H. A. Redfield, A. J. Nystrom & Company, Chicago; secretary-treasurer, Stanley R. Clague, THE NATION'S SCHOOLS Publishing Company, Chicago.

A business code setting forth the professional ideals and business ideals of the exhibitors was adopted at the breakfast meeting that was held on February 24.

Music Supervisors to Meet in Cleveland, April 3-8

Five thousand teachers and supervisors of public school music and others interested in music education will attend the Music Supervisors National Conference in Cleveland, April 3 to 8. This is the silver anniversary of the organization which was founded twenty-five years ago in Keokuk, Iowa.

In addition to the 5,000 teachers and supervisors expected at this meeting there will be 700 high school boys and girls who will constitute the National High School Orchestra and Chorus. Pupils from thirty-one states, Porto Rico, and Alaska already have signed up for these groups. These boys and girls will arrive in Cleveland, Sunday, April 3, and will rehearse every morning, afternoon and evening until the gala concert at the Public Auditorium on Friday, April 8.

The youthful musicians already have been informed of the selections the orchestra and chorus are to play and in their respective towns are busily practicing them now.

Teachers attending the convention have certain

aims they wish to further. One of the most important, they feel, is the continuance of music interest after the pupil leaves school.

School bands, teachers' orchestras, singers and all manner of music will be presented. Among outstanding musicians and educators coming to Cleveland will be: John Erskine, Juillard School of Music, and Columbia University; F. Melius Christiansen, director, St. Olaf's Choir; Eugene Gossens, conductor, the Cincinnati Symphony; Ernest Fowles, music critic and lecturer, London; Peter W. Dykema, professor of music, Teachers College, Columbia University; Taylor Branson, conductor, U. S. Marine Band; Joy Elmer Morgan, editor, *Journal of National Education Association*; Dr. Thomas Briggs, Teachers College, Columbia University; Dr. Howard Hanson, director, Eastman School of Music, Rochester, N. Y.

Four More States Plan Child Health Conferences

Four additional states have set dates for follow-up White House Conferences to consider the findings and recommendations of the conferences in the fields of child health, welfare, education and recreation, and to plan for rounding out their state programs in the light of the aims and principles embodied in the Children's Charter.

Washington will hold a conference on April 1-2; Kentucky, April 12-13; Iowa, April 14-15, and Oregon, May 2-3. Local planning committees are now setting up these conferences.

These meetings will bring the follow-up work of the conference practically to the half way point in the matter of state conferences, completing conferences in twenty-three states as well as in many counties and several cities. The states which have already held conferences are Indiana, Georgia, Utah, New Jersey, New Hampshire, Florida, Mississippi, Maine, Massachusetts, Oklahoma, Michigan, Louisiana, Virginia, Idaho, South Carolina, Montana, Colorado, Ohio and Arkansas.

Active interest is being shown in many other states, and requests for assistance in improving the child health and welfare work of states and communities are being received from every section of the country, according to George A. Hastings, extension director of the conference.

The complete reports of the conference and its various committees will fill some forty volumes.



Will Dry Bright Without Polishing

SAVE MORE THAN 50% IN WAXING
AND MAINTENANCE COSTS

HIL-BRITE SAVES MONEY BECAUSE

1. It saves time—dries bright in ten minutes.
2. It cuts out expensive scrubbing maintenance.
3. It eliminates all polishing labor.



NORTHERN ARIZONA STATE TEACHERS COLLEGE
FLAGSTAFF, ARIZ.

HIL-BRITE ELIMINATES

Expensive Polishing Equipment
Varnish Lacquer
Expensive Labor
Greasy Oils and Dressings
Slipperiness and Noise of Machine Polishing

WRITE FOR FREE SAMPLE AND
FURTHER INFORMATION

HILLYARD CHEMICAL CO.

St. Joseph, Missouri, U. S. A.

Copyright 1932



ANGELICA REVERSIBLE FRONT DRESSES

for
School Cafeteria
and Lunchroom
Service

The reversible-front type is the ideal dress for school lunchrooms and cafeteria girls because its design is so simple, its appearance so neat and attractive, and its front so quickly and easily turned under when soiled, giving the effect of a fresh garment and cutting laundry bills. Wherever used, this type dress has received the highest indorsement.

Practical and Durable

Angelica Reversible-Front Dresses are furnished in long wearing, medium weight white muslin, and colored Indianhead combinations. These garments are all exceptionally well made to give them extra long life. They have snug-fitting collars, full lapels, roomy pockets, extra-wide overlaps and deep bottom hems. Belt openings and all strain points are well reinforced. Made and guaranteed by the makers of quality uniforms for hotels and restaurants since 1878.

WRITE FOR CATALOG

The new Angelica Catalog, just off the press, illustrates many types of garments suitable for school lunchroom service. Write for it today. It's free—no obligations, and no salesman will call unless requested.

ANGELICA JACKET CO.

Please address our branch nearest to you

NEW YORK

104 W. 48th Street, Dept. 18

CHICAGO

175 N. Michigan Ave., Dept. NS

ST. LOUIS, MO.

1418 Olive Street

LOS ANGELES

Box 1134, Dept. NS

News of the Month (Cont'd)

Southern California Announces Summer Session Plans

Appointment of seventy-one visiting professors who are to travel to Los Angeles from seventeen separate states for the twenty-seventh annual summer session of the University of Southern California is announced by Dr. Lester B. Rogers, dean of the summer school. The school opens June 17.

Visiting faculty members at Southern California this summer will come from the University of Munich, Germany; Columbia University; Ohio State University; Stanford University; Allegheny College; Northwestern University; University of Chicago; George Peabody College, and the state universities of Michigan, Minnesota, Oregon, Washington, California, Illinois, Kansas and Indiana.

"Unprecedented inquiries and applications are pouring in, and we anticipate a record influx of summer college students from this and other countries, seeking to combine study at a university and attendance at the Olympic Games," says Dean Rogers. "This is natural as our campus is directly adjacent to Exposition (Olympic) Park, and the Olympic Stadium, where the major events of the Olympiad will be held starting July 29."

\$1,200,000 School for Mt. Vernon Under Construction

Work is now under way on the final and larger units of the new \$1,200,000 Washington Junior High School, Mt. Vernon, N. Y. One of the wings will be ready for use by this fall, and the entire plant is expected to be completed by September, 1933.

The new buildings are to be erected around the first unit, which was completed six years ago at a cost of \$400,000. They will increase the school's number of classrooms from sixteen to forty-eight, and will contain a community auditorium, community gymnasium and showers and space for a large swimming pool in addition to the two gymnasiums and showers in the initial unit.

Of especial interest is the new auditorium, which seats 3,000 or more persons. The building is of a striking design, with a circular façade. The exterior is in free Georgian style, particularly appropriate to typify the tradition of the Colonial period

in Mt. Vernon. Incised panels at the top will illustrate the various cultural and educational purposes of the structure. The seating arrangement is semicircular, with no seat more than eighty feet from the stage. The circular balcony, with a capacity of 1,100 persons is conveniently linked to the schoolrooms on the second floor. The stage will accommodate 500 persons.

Handbook on Radio Instruction to Be Published

A handbook on "Methods of Instruction by Radio," is to be issued by the Office of Education.

"The principal purpose of this study," William John Cooper, commissioner, explained, "will be to make available to the educational profession the best that is known about the technique of effective broadcasting and follow-up work." A questionnaire has been distributed among all college broadcasting stations from which information is being gathered.

It is expected that the study will be of interest also to professional broadcasters. The National Association of Broadcasters and other organizations are cooperating in the preparation of the publication.

Those acquainted with the use of radio in education at the Department of the Interior believe that educational features which are to be broadcast should be so arranged and presented as to conform to the standards that are set up for other broadcasts.

Survey Director Named for Merger of North Carolina Colleges

Dr. George Alan Works, University of Chicago, has been selected to direct a technical survey into the details of combining the University of North Carolina, the State College and the North Carolina College for Women, which will go under a single board of trustees on July 1, 1932.

The selection was made following a conference with Gov. O. Max Gardner, Dr. William John Cooper, United States Commissioner of Education, and Dr. Fred J. Kelly, specialist on higher education, Office of Education.

The consolidation of the state schools was authorized by the 1931 legislature.



TWICE *as much* LIGHT VICTOR,

whose illumination has always set a mark at which others aimed, now offers the HI-POWER Optical System to those who desire still MORE LIGHT for LARGER, more BRILLIANT IMAGES and LONGER PROJECTION THROWS.

Any of the regular or high intensity lamps—all of which are accommodated by VICTOR Projectors—are the same as doubled in power by the VICTOR HI-POWER Optical System. Compared with regular VICTOR equipment, more than twice as much of the light from the lamp is utilized (regardless of lamp ratings in watts and volts) and the amount of illumination transmitted to the screen is thereby doubled.

Available to Present Victor Owners

The *HI-POWER Optical System consists of a ☆ Super Reflector mounted in a special lamp house extension, precision-ground ☆ Bull's Eye Condensers, and a ☆ More Powerful Projection Lens, all of which may be easily installed in a few moments by any VICTOR owner. Ask your dealer today . . . or write direct.

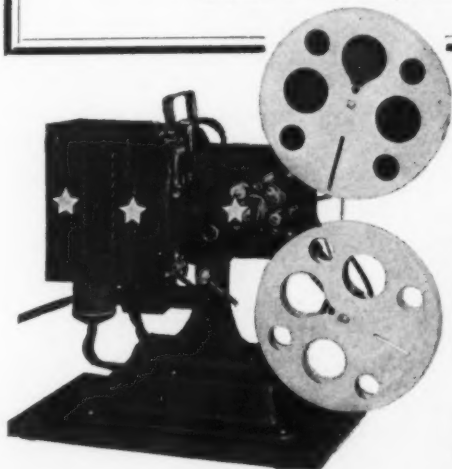
*The VICTOR HI-POWER Optical System is supplied in new VICTOR equipments only on order at a slight extra charge.

Manufactured by

VICTOR ANIMATOGRAPH CORPORATION
DAVENPORT, IOWA

Distributors for U. S. A.

NATIONAL THEATRE SUPPLY CO. (Wholesale Div.)
Branches in all Principal Cities



16 mm
**MOTION
PICTURE
Equipment**

Silent & Talking

L. SONNEBORN SONS, Inc.
GUARANTEED PRODUCTS

Do the CHILDREN in your SCHOOL wear FELT SLIPPERS?

IT'S amazing how much damage young people can do with their feet. No one knows this better than school boards.

You can't stop the abuse, but you can use a protective measure that never fails to get results. You can treat your wood floors with LIGNOPHOL and double their resistance to wear and tear. It can be done after hours. No need to wait for vacations.

Lignophol enters deep into the wood fibres and acts as a preservative. That's the point to remember. That's why you should not confuse it with "finishes" which merely treat the surface.

At very little cost—only one to two cents a square foot—you can thus fortify your floors to the utmost. Lignophol is supplied in all standard colors. It is easily applied with a long-handled, three-knot brush. A trained Sonneborn service organization will apply it, if desired, at practically no increased cost, if the location is accessible.

Sonneborn Consulting Service, backed by 26 years of experience, will gladly aid you in any problem of preserving floors, walls or foundations. Do not hesitate to call upon us.

Note these famous Sonneborn savers of school buildings and maintenance expense. The coupon below will bring you detailed information

LAPIDOLITH

—A chemical liquid hardener for preserving and dustproofing concrete floors.

LIGNOPHOL

—For finishing, preserving and wearproofing wood floors.

HYDROCID COLORLESS

—For waterproofing exterior of exposed walls.

CEMENT FILLER AND DUST PROOFER

—A decorative and dustproofing treatment.

CEMCOAT EXTERIOR AND INTERIOR PAINTS

—Tough, durable paints that produce an attractive finish. Various colors.

MAG-I-SAN CLEANING POWDER

—For economy and thoroughness in cleaning floors, walls, general utility.

AMALIE WAX (Liquid and Paste)

—Durable and dependable wax for every purpose. A Sonneborn guaranteed quality product.

L. SONNEBORN SONS, Inc.
88 LEXINGTON AVENUE • NEW YORK

Mail
Coupon for
Information



L. SONNEBORN SONS, INC. N.S.—3
88 Lexington Avenue, New York
Please send me, without obligation, demonstration samples and literature on: Lapidolith; Lignophol; Cement Filler and Dustproofing; Cemcoat Exterior and Interior Paints; Hydrocide Colorless; Mag-I-San; Amalie Wax; (Check products that interest you.)

Name _____
Address _____
Company _____
Position _____

News of the Month (Cont'd)

Curtailment of School Finances Endangers Standards

Curtailment of school finances because of necessary retrenchment, while not interfering with the effective functioning of a majority of the school systems, does endanger the standards already attained in many, the National Education Association announces in a recently issued booklet, "Childhood and the Depression."

A survey of 1,461 city school systems disclosed that one-third or 485 expect to cut salaries or to deny the increment promised by the salary schedule, according to the study.

"Different school systems have suffered in different degree. Some have thus far escaped entirely. All are being subjected to unusually careful, budgetary control.

"School terms have been shortened. Teachers' salaries have been reduced or left unpaid. School building programs have been discarded or postponed, and many special instructional services have been discontinued.

"While the great majority of the school systems of the country continue to function effectively, many are faced with a situation which endangers the educational standards thus far attained. Serious harm may not as yet have occurred, but the present trend, if continued, will surely halt, retard or even set back the progress of American education.

"When the depression struck, teachers' salaries were tending to stabilize at about 70 per cent of the average income of all gainfully occupied persons. Millions of the nation's children were being instructed by teachers who received less than \$1,000 a year for their services. This level was not sufficient in many parts of the country to provide teachers possessing even the minimum level of accepted qualifications.

"In spite of this unsatisfactory situation, the unusual pressure for economy has brought about repudiation of existing teachers' salary schedules in many communities. In some cases the increments promised by the salary schedules have been reduced and in other cases they have been withheld altogether. In still other communities salaries have been cut below the level paid during previous years. Thus the economic status of the teacher, already lower than a wise public policy would dictate, is made even less attractive.

"Among 1,461 cities scattered throughout the country, 826 or 56 per cent expected to increase salaries; 494 or 34 per cent, to maintain salaries, and 141 or 10 per cent, to decrease salaries. Salaries are maintained when the same salary is paid this year as was paid last year. Salary schedules, on the other hand, are maintained when the regular increments provided by such schedules are granted in full.

"The reduction or maintenance of the salaries varies from state to state. In California, for example, forty-two out of forty-nine cities which reported expect to maintain their salary schedules, while only eighteen of eighty Ohio cities expected to follow former schedules.

"In the meanwhile, the current economic situation has not slowed down the tendency to call upon the schools for more service to more people. On the contrary, all evidence available indicates that widespread unemployment and its accompanying problems of economic adjustment have increased the responsibilities of the public schools during the past two years at more than the ordinary rate.

"These responsibilities have increased in three directions: first, through increased enrollments; second, through the assignment of new relief functions to schools, and, third, through augmented tasks placed on the school by the poverty of idle parents and its effect on the physical, mental and moral welfare of the children."

Oldest University in the Americas Plans Summer School

San Marcos University at Lima, Peru, the oldest university in the Western Hemisphere, is planning to hold a summer school beginning in July. The school will be a six weeks' session, with daily periods for each course during five days of the week. Courses will include elementary and advanced Spanish, Latin-American literature, Peruvian archeology and current Latin-American affairs, such as politics, sociology and economics. Arrangements will be made for the students to visit the Amazon basin and also historical Cuzco.

The climate of Peru is cool during July and August since it is winter there at that time.

Further information may be obtained from the Institute of International Education, 2 West Forty-fifth Street, New York City.

Many hours of
THIS . . .



Many hours of
THIS . . .



have you ever stopped to realize
what it does to your students?

IN the average school year, the average child spends 970 hours at his desk, of which about 485 hours are devoted to reading! Hours that mould students mentally . . . and physically as well.

The gymnasium and play period can not overcome the physical disabilities resulting from continual stooping over and slumping in school seats. Educators are beginning to realize this. Correct seating is also a factor in sight conservation. That is why so many schools are adopting the American Universal Desk illustrated to the left.



It is not only the most scientifically correct posture desk on the market today, but serves as well, six distinct classroom purposes. You should know this desk—the features that make it so outstanding. The facts are available. Address Department NS11 please.

American Seating Company



Makers of Fine Seating for Schools,
Churches and Public Auditoriums

GENERAL OFFICES: GRAND RAPIDS, MICH.

Branches in All Principal Cities

Dependable Signaling Systems

The name "Holtzer-Cabot" on any signaling equipment signifies the most dependable and efficient apparatus in the electrical field.

School
Fire Alarm Systems

School
Electrical Distribution Panels and Equipment for
Science Laboratories

School
Program Bells, Buzzers and
Horns

School
Telephone Systems

An illustrated catalogue of all Holtzer-Cabot
School Systems will be sent on request.

The Holtzer-Cabot Electric Co.

BOSTON



CHICAGO

Offices in all

Principal Cities

See Sweet's—Pages D6122-6165

PIONEER MANUFACTURER OF SCHOOL SIGNALING SYSTEMS

Complete Mechanical Equipment for the Stage

Every school auditorium stage presents a new problem—but such problems can be economically and definitely solved with Vallen Guaranteed Proscenium equipment.

Vallen builds electrical and mechanical stage apparatus in a variety of designs and types—each a standardized, practical, time-proved unit, exactly meeting the conditions of the application.

Vallen has demonstrated, time after time, that this equipment is an economical investment. Detailed information on request.

VALLEN ELECTRICAL CO., INC.
AKRON, OHIO

Manufacturers of All-Steel Safety Track,
Noiseless Curved Track, Aero-Speed Control,
High Speed Curtain Control, Junior Curtain
Control, Automatic Screen Modifier, Adjustable
Volume Ventilating Fan,
Electrical Awning Operator.

Write for
this book



It contains valuable
information about
Amateur Dramatics

VALLEN

DARES TO GUARANTEE

BLACK BOARDS



C O R K
BULLETIN BOARDS

Oak finished frames or unframed—All Sizes: 18x24 inches and up

N.Y. SILICATE BOOK SLATE CO.

20 VESEY STREET NEW YORK CITY

News of the Month (Cont'd)

Union Seeks to Close New Jersey's Vocational Schools

The immediate closing of the vocational schools of New Jersey is asked in a resolution received by Gov. A. Harry Moore from the Mount Ephriam local branch of the United Brotherhood of Carpenters and Joiners.

The governor stated that he plans to confer with the state education commissioner on the subject.

It was pointed out in the resolution that the vocational schools are graduating boys skilled in various crafts who compete with married men with families in seeking work. Another argument advanced was that tax costs would be cut by the closing of the schools.

Boys' Week to Be Observed April 30 to May 7

Boys' Week will be observed this year from April 30 to May 7.

The program as outlined by the National Boys' Week Committee has been planned for each day as follows: Saturday, Boys' Loyalty Day; Sunday, Boys' Day in Churches; Monday, Boys' Day in Industry; Tuesday, Boys' Day in Schools; Wednesday, Boys' Day in Entertainment and Athletics; Thursday, Boys' Health Day and Evening at Home; Friday, Boys' Day in Citizenship; Saturday, Boys' Day Out-of-Doors.

Course of Study in Fire Prevention Prepared for Nebraska

A new course of study in fire prevention for use in the schools of Nebraska has been prepared by C. W. Taylor, state superintendent of public instruction, cooperating with L. J. Butcher, state fire marshal. The subject matter for the course of study was prepared by Chloe Baldrige, director of rural education. Fifteen thousand copies are to be printed this year and 5,000 copies next year, Mr. Taylor said.

The course contains material for each month. Much of the material was supplied by the National Board of Fire Underwriters, it was stated, although other sources of information were drawn upon. The immediate objectives for each month

are listed, together with the facts and principles to be stressed concerning fires and their causes, the attitudes to be developed on the part of the children and habits to be acquired in the prevention of fire.

Not less than thirty minutes of each school month are to be devoted to the instruction of pupils in fire dangers and fire prevention. The cost of the course of study is to be paid out of a fund of the state fire marshal derived from taxation of fire insurance companies doing business in the state.

Missouri School Head Advises Districts to Consolidate

County school boards in Missouri will be urged to reorganize and consolidate the state's 8,000 school districts into approximately 500 districts in the interest of economy and more efficient operation, according to a statement by Charles A. Lee, state superintendent of schools.

Under the new Missouri school law, Mr. Lee explained, the county school boards have power to realign the boundaries of school districts.

Yale to Continue Summer Seminar in Education

A unique experiment, which was initiated by Yale University last summer through its graduate department of education, is to be continued this summer. This second summer seminar in education will be held from July 5 to August 6.

The general theme of the summer's work will be: What can philosophy, psychology, administration contribute to the advancement of education? The purpose of the course is to offer a much needed opportunity for a small group of educational leaders and potential leaders of ability to meet and, under the guidance of a small faculty of nationally recognized educators, to study and discuss together problems of prime significance for the advancement of education.

The student body will be limited to one hundred. It will include superintendents, supervisors, principals, headmasters, graduate students preparing for educational work and teachers in normal schools, in teachers' colleges and in public and private schools.

F. E. Spaulding is director of the seminar.

Scenery

ASBESTOS CURTAINS VELOUR CURTAINS

and

Stage scenery for your Auditorium Stage

Twenty years of experience in equipping High Schools has placed us in a position to know the particular requirements for your stage.

*Write us for further information or
request call from our representative*

Twin City Scenic Company

2819 Nicollet Ave.,
Minneapolis, Minn.

2310 Cass Ave.,
Detroit, Mich.

Custom-

Made

Sound

Systems

at

No Extra

Cost

are possible because thousands of combinations are available by selection of standardized units during the assembly of our PAM Educational Systems. This permits you to have a sound system that will do what you want in the way you know will best suit the requirements of your particular school. You need no longer be told that a so-called standard job, which is usually not the one best suited to your requirements, should be purchased.

PAM Educational Systems are used by the majority of the leading educational institutions in this country for instant transmittal of orders or broadcasting of news, music and instruction. Before you purchase why not avail yourself of our experience in planning such installations by writing for our bulletin No. NS104?

Samson Electric Co.

MANUFACTURERS SINCE 1882

Main Office:
Canton, Mass.

RMA

Factories: Canton
and
Watertown, Mass.

COMBINED WOOD AND STEEL

*Stronger Than Any
Other Chair Made!*



SOLID KUMFORT AND
PRESS-TOE LOCK
FOLDING CHAIRS



IDEAL FOR SCHOOL AUDITORIUM AND GYMNASIUM. OUTLAST ANY ALL WOOD OR STEEL CHAIR MADE. ASK ABOUT OUR TAB-L-ARM FOLDING CLASS ROOM CHAIR.

THE
PRESS-TOE
LOCK

LOUIS RASTETTER & SONS CO.

1404 WALL ST., FORT WAYNE, IND.



REFRESHING AND SAFE

That is your assurance when drinking from a Rundle-Spence Vertico-Slant drinking fountain.

Because the water spouts angularly from a jet that is completely protected, lips cannot come in contact with this jet, and that means sanitation.

Rundle-Spence drinking fountains can be had in any one of a variety of colors. Our late catalog tells you all about them. Write for it.

RUNDLE-SPENCE MFG. COMPANY

438 North Fourth Street

Milwaukee, Wisconsin

RUNDLE-SPENCE



In the Educational Field

DR. SILAS O. ROREM has been named associate superintendent of schools, Port Chester, N. Y. DOCTOR ROREM was recently a member of the faculty of the institute of education, New York University.

HERBERT D. BIXBY, formerly assistant superintendent in charge of elementary schools, Cleveland, and more recently head master, Utica Country Day School, Utica, N. Y., has been appointed assistant professor of education, Rutgers University.

S. H. LEIPER has assumed his duties as superintendent of schools, Carroll County, Ohio. MR. LEIPER, who was formerly principal of the schools of Twinsburg, Ohio, succeeds DAVID L. BUCHANAN.

CARL A. WRIGHT was recently named executive head of the township schools of Bellbrook and Sugarcreek, Ohio.

L. C. MURRAY, superintendent of schools, Aitkin, Minn., has been reelected to the superintendency at an increase in salary.

A. L. THRELKELD has been reelected superintendent of schools, Denver, Colo., for a period of five years. MR. THRELKELD's new contract carries the same salary he is at present receiving.

B. S. HAMNER has resigned as superintendent of schools, Bastrop, La. MR. HAMNER has been in ill health for the last several months.

H. C. SCARBOROUGH, superintendent of schools, Fredonia, Kan., has been elected superintendent at Great Bend, Kan., his term of office to begin August 1. MR. SCARBOROUGH has been at Fredonia for six years.

LEONARD L. MAINE is the newly elected superintendent of schools of Middletown and Portsmouth, R. I. He succeeds ROLAND H. CHATTERTON.

FRANK D. HENDRY, who has served the schools of Royal Oak, Mich., as superintendent for seventeen years, has resigned. MR. HENDRY's resignation will become effective in June.

DR. R. HEBER HOWE, headmaster, Belmont Hill School, Belmont, Mass., died recently. DOCTOR HOWE founded the Belmont Hill School in 1923 and had been headmaster since that time.

R. G. FITZGERALD has resigned as superintendent of schools, Pitt County, North Carolina.

DR. OSCAR S. KREIBEL, founder and principal, Perkiomen School, Pennsburg, Pa., died recently.

P. S. GARNER, superintendent of schools, Karnes City, Tex., becomes superintendent at Robstown, Tex., after July 1. JOHN S. STAMPER will succeed MR. GARNER at Karnes City.

FRANK A. LARCK, principal, Harriet Beecher Stowe School, Chicago, has retired after thirty-three years of service.

JOHN HAY, superintendent of schools, Mt. Carroll, Ill., died recently following injuries received in an automobile accident.

ROSS BARNETT is the newly elected superintendent of schools, Crawfordsville, Iowa, succeeding WALDEN SMITH.

ALBERT LINDSAY ROWLAND, superintendent of schools, Cheltenham Township, Montgomery County, Pa., has been elected president, State Teachers College, Shippensburg, Pa., succeeding EZRA LEHMAN who died recently.

M. J. ABBETT has resigned as superintendent of schools, Bedford, Ind., to become superintendent at Fort Wayne, Ind.

HENRY W. SAXE, superintendent of schools, New Canaan, Conn., for thirty-two years, will become superintendent emeritus in June. He will be succeeded in the superintendency by HARRY W. BLAKE, principal of the junior and senior high schools.

GEORGE A. PERSELL is the newly elected superintendent of schools, Jamestown, N. Y. MR. PERSELL, who succeeds MILTON J. FLETCHER, will assume his new duties on August 1.

S. B. ALLISON, for nearly thirty-five years a teacher and executive in the Chicago school system, died recently. He was seventy years old. MR. ALLISON has served as superintendent of special schools for the blind and otherwise handicapped children and as head of the schools' department of statistics.

GLADSTONE KOFFMAN, principal, Hopkinsville High School, Hopkinsville, Ky., has been named superintendent for the coming year, succeeding ARKLEY WRIGHT, who has served as superintendent of the Hopkinsville schools for the last six years.

JOHN LUND, for seven years superintendent of schools, Norwalk, Conn., has been named to succeed ULYSSES G. WHEELER, superintendent of schools, Newton, Mass., who retires in June at the compulsory age of seventy.

Reduced Budgets Now Make Quality in School Supplies More Important Than Ever Before

BLACKBOARD ERASERS

WEBER COSTELLO ERASERS are made from the finest quality of eraser felt, and constructed to hold their shape for a long period of heavy usage in the classroom. They are noiseless, smooth erasing, easy to clean, and priced reasonably to help you effect budget economies.



ALPHA DUSTLESS CRAYON

The original DUSTLESS Crayon (Patented in 1869)

Alpha regularly tests over 95 per cent pure English whiting or chalk—no grease, grit or other impurities to injure the blackboard or impair pupil health. Made in three grades . . . soft, medium and hard. Also available now in Hexagonal Shaped sticks.

Tell us what eraser you have been using and we will gladly submit sample of a comparable style. Sample of Alpha Crayon also sent on request. Address Dept. CE421 and state your position.

Weber Costello Co.

Chicago Heights, Illinois

Makers of Sterling Lifelong Blackboard, Old Reliable Hyloplate, Velvstone, Globes, Maps, Erasers, Crayon.



Why Trouble-Proof

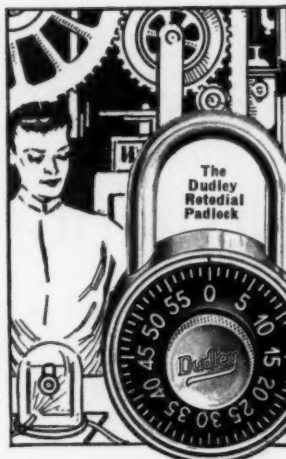
Bronze, Brass, Iron.
Does not freeze.
Foot-operated.
Self-draining.
Each drink fresh from the water main.
Rustless Brass Piping.
Angle Stream.
Mouth Guard.

Adopted by 750 Municipalities

THE MURDOCK MFG. & SUPPLY CO.
In Business Since 1853. Cincinnati, O.

Write for Book
"A Remarkable Outdoor Drinking Fountain."

Murdock Outdoor Bubble Font



SCIENCE aids DUDLEY in achieving Lock Perfection

In perfecting the new Dudley "Rotodial" padlock, the yardstick of science has been applied in the laboratories of the ARMOUR INSTITUTE of TECHNOLOGY, Chicago.

Measuring up to stringent test as to strength, durability and proof against rust and picking,

the "Rotodial" has been proved ideal for school lockers and equipment.

Simple and speedy, yet providing bank vault-like safety for locker contents. It serves its purpose perfectly and eliminates the bother of lost, stolen and forgotten keys.

Dudley Built-in Locks and "Rotodial" padlocks can be installed without trouble at a nominal cost, or may be installed on a self-financing basis.

School executives write for sample lock for free inspection (state built-in or padlock). Full information—no obligation.

DUDLEY LOCK CORPORATION
26 N. Franklin St., Dept. A-83, Chicago, Ill.

DUDLEY LOCKS

SCIENTIFICALLY TESTED

TRADE MARK



A
Sensational
NEW
Wall Finish

FROM 16% to 50% more surface covered per gallon of paint. An amazing ease of flow that cuts time and labor costs. A handsome finish . . . dirt and dust resistant . . . easy to wash . . . it substantially reduces maintenance and repainting expense. This, in a few words, is the economy story of the NEW BARRELED SUNLIGHT FLAT WALL FINISH.

Before you repaint, investigate the initial and long-run savings made possible by this sensational new flat finish. Write to U. S. Gutta Percha Paint Company, 47 C Dudley Street, Providence, R. I. (Branches or distributors in all principal cities.)

Barreled Sunlight

FLAT WALL
FINISH

Reg. U. S. Pat. Off.

Your School— Its Construction and Equipment

A Department Conducted by CHESTER HART, B.Arch., Chicago

An Automatic Control for Classroom Lighting

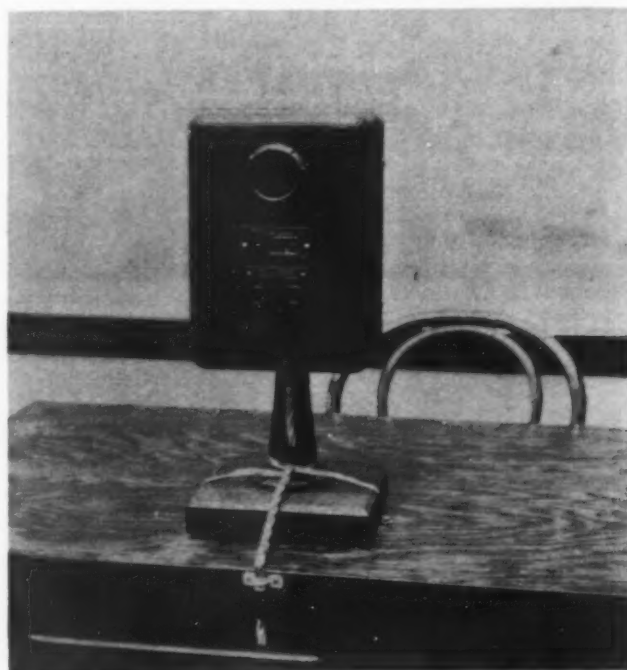
Classroom illumination has had standards of intensity established for various activities and this intensity is the same whether artificial or natural illumination is being used.

When natural lighting falls below the required intensity, artificial illumination should be instantly supplied to maintain proper lighting. But this lighting is not likely to be uniform when lights are controlled manually. The eye is not a sensitive calibrated instrument for measuring light quantity. Even if it were an accurate recorder, concentration on other classroom problems might prevent prompt action on the part of the teacher in supplying artificial illumination when it is needed, or in turning it off when it is not needed. Lack of light, double and cross lighting, with their attendant eyestrain, and a waste of electricity are the results of this type of control. A mechanical device that is sensitive to light intensity and that automatically turns the artificial light on or off as it is needed should give the necessary accuracy of light control.

The G-E Photoelectric light control is a device made by the General Electric Company, Schenectady, N. Y., for the automatic control of classroom lighting. The instrument consists of a light sensitive cell which registers the intensity of natural illumination and, by relay through an amplifying tube, sets up a strong enough current to make or break an electric contact in the lighting system as artificial light is needed or is unnecessary to maintain the required intensity at the working plane. In order to adjust the instrument for the varying needs of different occupations and locations, there are two controls on the exterior of the unit. When the intensity is established and the controls set for any given location of the unit and any group of rooms, there should be no need for further adjustment. Maintenance is required by the occasional replacement of the photoelectric cell and amplifying tube as they deteriorate with use.

The number and location of photoelectric units

will depend on the amount of control desired within the room as well as on the number of rooms controlled. Certainly the first place for the installation of this equipment is in the "sight saving" classrooms. From the standpoint both of economy and of health, automatic light control throughout the classrooms would be valuable. A single unit may be used to control one room or a series of rooms that have the same amount of



natural light and require the same intensity of illumination. When multiple control is used, a careful analysis of each building and every classroom would be necessary to determine the exact room groupings and the number of photoelectric units that are necessary.

Automatic control does not preclude the use of manual control switches in the individual rooms. When a room is not in use, the photoelectric control for that room must be switched off to prevent the useless burning of light. After school hours the automatic control should be cut off by a master switch that is operated manually or connected to a time clock. When janitorial work or night classes are in progress, the individual room switch should control the lighting.

A LITTLE TOUCH » » » that adds so much » » » to the appearance of any Library



Book Ends—to harmonize with Library furniture—always invite inspection of the books they hold in place.

Gaylord Book Ends No. 46 are conservative in design and ornamentation—made of wood beautifully finished. They are light in weight, yet they will not slip on polished surfaces.

GAYLORD BROS., INC.

Library Equipment
STOCKTON, CALIF.
SYRACUSE, N. Y.

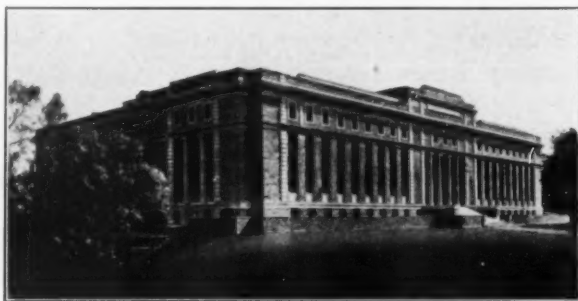


	PRICES	Per Pair
Light or Dark Oak		\$3.90
Birch Mahogany		4.30
Walnut		4.75

Express Paid

Discounts on quantity lots.

BROWNE WINDOWS THROUGHOUT



Baker Chemical Laboratory, Cornell University, Ithaca, N. Y.
Gibb & Waltz, Architect. Day & Klauder, Associate Architects.

SAVE FUEL

They assure Perfect Ventilation; Maximum Light and Vision; Absolute Weather Protection; Elimination of Street Noises When Closed; Safety and Economy in Cleaning Exterior of Glass from Inside; Easy Operation; Continuous and Lasting Service; No Depreciation and Minimum Maintenance Costs.

Built of Copper Bearing Steel, Extruded Architectural Bronze, and Aluminum Alloy

RICHEY, BROWNE & DONALD, Inc.
52-15 Flushing Ave., Maspeth, New York City

Puritan
TRADE MARK

Forged Steel Scissors

Scientifically Hardened and Tempered Blades, For Life-Time Cutting



Schools are enthusiastic in praise of these smooth and easy-cutting scissors. Made of genuine solid steel, fully nicked. Accurately assembled with steel screw to keep the blades in proper alignment. Special drop forging, heat tempering, and grinding assure lasting service so essential in school work. Every pair fully guaranteed.

SUPERINTENDENTS AND PURCHASING AGENTS:
Specify "Puritan" Brand if you want reliable scissors at low prices. Samples and prices will be sent through responsible school supply jobbers.



The Acme Shear Corporation

BRIDGEPORT, CONN.

Famous Since 1874

A New World Is Revealed through

Projects in Business Science

Exploratory materials correlated with

General Business Science

by

Jones, Bertschi and Holtsclaw

Business men and educators have sat around the table and worked out a program for guiding the latent energies of our youth.

Romance and Realism are splendidly balanced in a text whose richness inspires children to a broader preparation for life's work.

Consumer business education is placed in the proper perspective and its value revealed in the dual preparation for citizenship and a business career.

The student of commercial work is placed on a par with the student of science by engaging in sound exploration, the truest road to constructive guidance.

A text and projects of the new order and richest objectives which point the way to successful preparation for business and for life.

Write our nearest office for full information

THE GREGG PUBLISHING COMPANY

New York Chicago San Francisco Boston
Toronto London Sydney

A three months' test was made in two sixth grade classrooms in Tuscumbia, Ala. It was found that the average grades of the pupils in the test room were higher than those in the other half of the same grade in a room where lighting was not controlled. When classes were switched the other section showed similar improvement.

The principle of automatic lighting control is so sound and the advantages of economy and sight saving are so obvious that this type of light regulation seems inevitable in the school of the future.

A Simplified Floor Dressing for Asphalt and Rubber Tile

A water emulsion type of floor dressing has been made for asphalt base and rubber tile by S. C. Johnson & Son, Racine, Wis. Glo-Coat may be used also on linoleum and wood floors that have previously been treated with lacquer or varnish. This floor finish shines as it dries without the necessity for polishing after the liquid is applied.

Before applying, the floor should be scrubbed with soap and water, and any wax or gum removed. When dry, a thin coat of the floor finish is spread over the surface with a cloth, a short-stringed mop or a wax applicator and allowed to dry for twenty minutes. To obtain the best results a floor that has not been previously treated should receive a second coat. Once the floor has been treated it may be cleaned with clear cold water until the traffic marks and scratches make it necessary to reapply a finish coat.

This finish has been approved by an asphalt tile manufacturer and by a rubber tile manufacturer for use on their products.

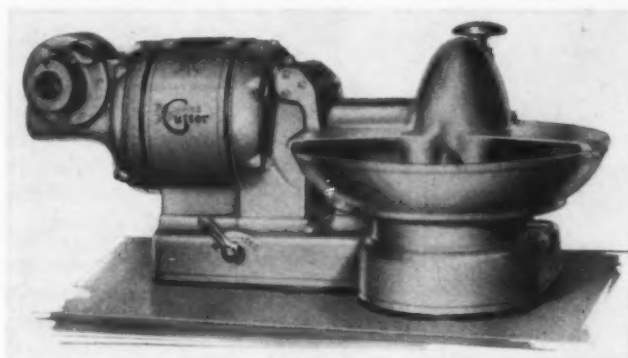
Food Cutters for the Small Kitchen

Food cutters have been used in the larger restaurant kitchens to accelerate the preparation of salads, meat loaves and all forms of minced or sliced foods. A smaller model of food cutter is being made by the Hobart Manufacturing Company, Troy, Ohio. This embodies all the cutting facilities of the larger machine, but is of a capacity and price that make its installation possible in the smaller kitchen.

The unit is composed of a 1/3-h.p. 60-cycle motor that turns the revolving bowl (15 inches in diameter by 4 1/2 inches deep) and cutter which are on one side. It is connected on the other side to a hub where various devices, such as meat choppers, slicers, juice extractors and grinders may be at-

tached. An interlocking safety switch makes it impossible to start the machine until the blades are covered. The knives are so guarded that it is impossible to touch them inadvertently while they are in motion.

The complete machine weighs about 100 pounds and is supplied with or without a pedestal base.



This small machine in most cases could be advantageously placed on a table rather than on a pedestal. Maintenance should be limited to the sharpening and replacing of knives. The speed with which a bowl of food is cut varies from twenty-five to thirty-five seconds. This short time spent in the preparation of food should mean a reduction in food costs, a vitally important feature in successful kitchen management.

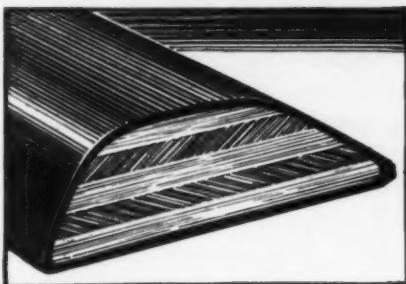
The Advantages of Chain Grate Stokers for Small Boilers

The advantages of automatic stokers have been thoroughly demonstrated. The cheapest coal may be used with a consequent reduction in cost per thousand pounds of steam that makes this type of firing about 35 per cent cheaper than hand firing. The boiler room operator is freed for other duties because little attention is required to maintain fires. A higher boiler rating is possible than with hand fired boilers, and there is practically smokeless operation with this automatic feed.

While the chain grate stoker has been made for large installations, recently the Illinois Stoker Company, Alton, Ill., developed a small stoker for use under boilers of 100 to 250-H.P. range. It is made for both natural and forced draft. Slight differences in construction made for the two types do not alter the effectiveness of this type of stoking. The chain grate has an overall height of 14 inches and a maximum size of 4 feet 6 inches width and 9 feet 8 inches length, and may be installed under 5-foot settings. The total height from bottom of chain grate to the top of head frame is 3 feet 11 1/4 inches.

Cross-Grain Laminated Construction Guarantees Whale-bone-ite for Life of Building

Ends replacement expense once for all. Costs no more than the cheapest moulded composition seat made. Handsome Whale-bone-ite finish never wears off seat or hinge. Easy to clean. Always sanitary.



WHALE-BONE-ITE CROSS-SECTION

Teachers approve this better seat. Superintendents approve this better investment. Send for complete information and free cross-section. Address The Brunswick-Balke-Collender Co., Dept. G-25, 623-633 So. Wabash Ave., Chicago, Ill.

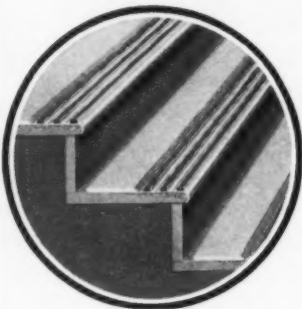
Brunswick
LAMINATED
WHALE-BONE-ITE
TOILET SEATS

"Install them once, they last forever"

STAIR TREADS *that* *Safeguard* *Against* *Accidents*



Wooster Safe-Groove Treads eliminate the danger that lurks on worn, slippery stairways.



Wide ribs of anti-slip assure a firm, safe footing even on wet, rainy days.

In addition to making stairs safe, Wooster Treads wear slowly and evenly, prolonging the life of the stairs by many years.

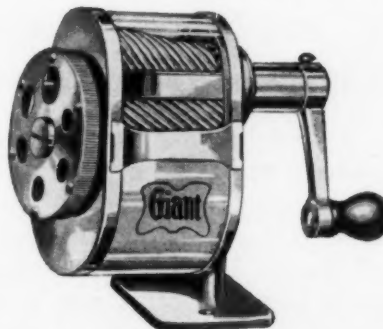
WOOSTER PRODUCTS, INC.
WOOSTER, OHIO

Why not buy floors intelligently? Write for our free book, "Facts You Should Know About Resilient Floors for Schools." Get the story of our Bonded Floors Installation Service, in which Sealex materials are backed by Guaranty Bonds. . . . Congoleum-Nairn, Inc., Kearny, N. J.

SEALEX
LINOLEUM FLOORS

NOW—it's an improved selective disc for the various sizes of pencils used in American Schools—which makes the ever popular

"GIANT"
BETTER THAN EVER



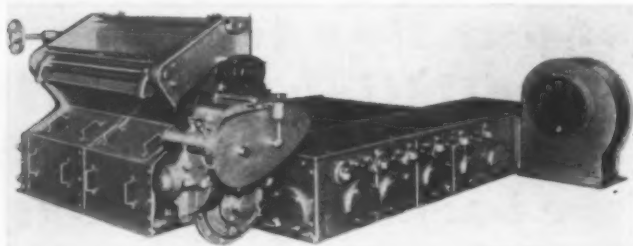
APSCO AUTOMATIC PENCIL SHARPENERS have always represented the highest possible QUALITY and we have originated all the worth while improvements in the present models of Pencil Sharpeners for Schools.

The deeply undercut APSCO CUTTERS—hollow ground to a razor edge never scrape—They Cut

ASK YOUR DEALER TO DEMONSTRATE

AUTOMATIC PENCIL SHARPENER CO., Chicago, Ill.

The drive is a double worm and gear reduction, embodying a shear pin device and two-way thrust cap. The forced draft stokers have worm and gear feed gate lift, chain cooling chamber, dust cover, riding seals, return skids and dampered air controls. Both forced and natural draft stokers are operated by a 900-R.P.M. constant speed motor belted through a variable speed pulley which allows a reduction in speed of from 50 to 75 per cent. There is a damper for every foot of grate length, and these dampers close against crimped



steel plates to form an airtight junction. The grate links are made from electric furnace iron. The sectional dampers give an air control that is flexible and allow a varying intensity of heat to be developed to suit conditions.

Coal is fed to the grate from the fuel hopper. It then passes under a feed gate that is adjustable to permit any thickness of coal bed up to 12 inches. This allows a continuous even bed of coal of any desired thickness to be fed into the furnace. The fuel bed is not disturbed during combustion and the ash or foreign material is sheared off by the motion of the grate links passing around the sprockets. The ash pit may be entirely above the floor with the higher stoker settings, and all excavation eliminated.

Showers and Dressing Rooms in a Compact Arrangement

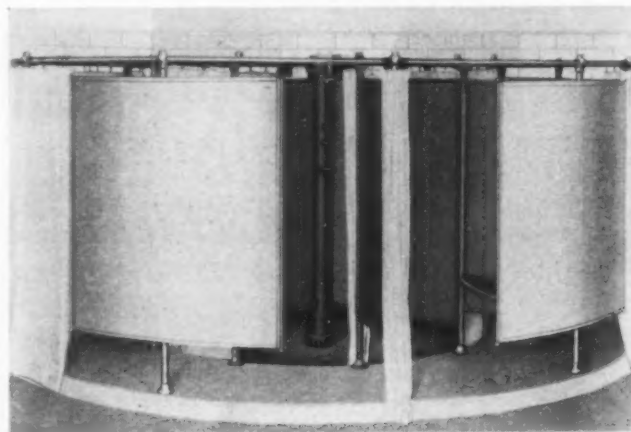
The shower and dressing room arrangement for a girls' locker room has been generally standardized at two dressing rooms for each shower, this being considered the best ratio for the expeditious handling of classes. In the usual arrangement, the shower rooms form a central row with dressing rooms forming the outside rows on either side.

A new and more compact arrangement that embodies this two to one ratio has been designed by the Bradley Washfountain Co., 2203 West Michigan Street, Milwaukee. The circular "5-In-A-Group" shower surrounded with ten individual dressing rooms gives a maximum of room area in a minimum of space. This circular arrangement uses approximately 14 per cent less floor space

than the minimum requirements for the row arrangements, and the dressing rooms are larger without the sacrifice of effective roominess in the showers. The overall diameter of the unit is 13 feet 6 inches. An appreciable economy might result from the decreased size of the locker room, or an advantageous room layout might be accomplished by this circular arrangement.

The partitions are gray, baked enamel on heavy gauge sheet steel, and are supported on wrought iron pipe standards. The overall height is 6 feet 4 inches. The large central standard forms a mixing chamber to maintain a constant temperature in all showers when an adjacent shower is turned on or off. The shower head, the valve controls and the soap tray attached to the central standard are chromium plated brass. The dressing rooms are fitted with a wooden seat, clothes hooks, a support for a mirror and white duck curtains. Another fitting that might well be placed in a corner of the dressing room is a clothes locker instead of hooks. This would be decidedly advantageous where only box lockers are used in the general locker room, and would be an economy of space in the locker room without crowding the dressing room.

Preparation for the installation of the unit is simple and economical. The plumbing connections necessary are the same as are required for a single shower: two $\frac{3}{4}$ -inch supply pipes for hot and cold water, a 4-inch waste and a 4-inch vent pipe. The



floor of the shower section should be sloped, and depressed about three inches below the dressing room or general floor level to provide drainage, and to form a curb to prevent water from running out of the shower section. If the floor cannot be depressed, a watertight curb should be raised between the dressing stall and shower. The unit is anchored to short iron pipes in the floor.

The obvious economies of installation and space coupled with the large size of the rooms make this arrangement a desirable one.